

**The Carl D. Perkins  
Vocational And Technical Education Act Of 1998  
P.L. 105-332**

**ARIZONA  
VOCATIONAL TECHNICAL EDUCATION  
STATE PLAN  
2000 - 2004**

Prepared by

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## FOREWORD

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This document has been developed using U.S. Department of Education PROGRAM MEMORANDUM – OVAE/DVTE – FY 99-2, *Guidance for FY 1999 State Plan Requirements* regarding options for the submission of State plans for Carl D. Perkins Vocational and Technical Education Act (Perkins III). This Memorandum provides for the orderly transition from Carl D. Perkins Vocational and Applied Technology Education Act (Perkins II) to Perkins III.

By submitting revisions consistent with the requirements of Perkins III, Arizona applied and was approved for an extension of the Perkins II State Plan. The 1-year Revised State Plan covers the period July 1, 1999, through September 30, 2000.

This Multi-Year State Plan covers the remaining 4-year period for the Carl D. Perkins Vocational and Technical Education Act. The format for the Multi-Year State Plan was taken directly from the *State Plan Guide* provided by the Division of Vocational-Technical Education, Office of Vocational and Adult Education, U.S. Department of Education under the authority of Carl D. Perkins Vocational and Technical Education Act of 1998, P.L. 105-332 (Perkins III). Arizona has included Title II, Tech-Prep as a part of the Multi-Year State Plan.

The Multi-Year State Plan is organized around major topic areas, such as financial requirements, special populations, and accountability so that the identification of critical State Plan requirements may be more readily apparent. Within each section, the State has addressed each required question including discussion of proposed activities that will rapidly move Arizona toward full implementation of Perkins III. The Table of Contents provides the reader with a quick overview of the entire document including the major topic areas and the required questions and the location of the responses. The Appendices include key elements of the funding and accountability system.

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## **I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION**

### **A. Requirements**

- 1. You shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organization and groups (including employers, labor organizations, and parents), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**

*A requirement in developing the State Plan under the authority of the Carl D. Perkins Vocational and Technical Education Act of 1998 was to conduct public hearings as a way to invite all segments of the public and interested organizations and groups to present their views and make recommendations regarding the State Plan. To meet this requirement, Arizona planned nine public hearings located strategically throughout the state. These hearings were publicized on the Arizona Department of Education's web site, in local newspapers, and a notification was sent to all superintendents and local vocational directors. Each hearing was facilitated by the Vocational Technical Education Staff.*

- 2. A summary of [the above] recommendations and the eligible agency's response to such recommendations shall be included in the State plan. [Sec. 122(a)(3)]**

*See Appendix A for a summary of the public hearings which includes a notice for the hearings, a list of the site locations and times, attendees, and comments and recommendations made by attendees. Information acquired from the hearings has been and will continue to be used in making decisions about professional development, technical assistance, and curriculum.*

- 3. You shall develop the State plan in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations in the State, and shall consult the Governor of the State with respect to such development. [Sec. 122(b)(1)]**

*The Vocational Technical Education Staff (School To Work Division) at the Arizona Department of Education has under taken a number of activities to involve various groups in developing the State Plan. (See Appendix B for the organizational structure of the School To Work Division.) Following is a listing of the activities, some of which are ongoing.*



- *The Vocational Technical Education Advisory Committee was appointed by the State Board for Vocational Technical Education. The committee is chartered to address the following issues and to prepare recommendations and to report to the Board regarding these issues. (See Appendix C.)*
  - *Involvement of Arizona employers in policy discussions and ensuring programs meet their expectations.*
  - *Communication with the Governor regarding oversight of vocational education and school-to-work policy for K-12 programs.*
  - *Coordination with the Governor's Council for Workforce Development Policy regarding the state's efforts to prepare students for work.*
  - *Consultation with Governor (See Appendix FF)*
  - *The current method of funding programs and determining if a new funding formula is warranted.*
  - *Assistance to school districts in implementing the Workplace and Technology Skills Standards.*
  - *Enhancement of academic gain performance and facilitating distinction between quality and struggling programs.*
- *A Stakeholder Consultation Survey was developed and disseminated to individuals representing parents, students, teachers, business representatives, labor organizations representatives, special populations representatives, and program administrators across the state in mid-March 1999. Results of the survey were used in developing the Multi-Year State Plan, as well as technical assistance, and state Leadership activities beginning July 1, 1999. A complete summary of results, explanation of the process, and copies of the documents used can be found in Appendix D.*
- *Local Directors Meetings will be held at least five times during the year to share information, provide technical assistance, and professional development activities for school personnel working with vocational technical education. (See Appendix E for meeting schedule FY 2000.)*
- *A number of Accountability Systems Team meetings have been held. Members include local vocational technical education directors from across the state and selected state staff members. This group has been instrumental in the development of Performance Measures, Local Evaluation Process, and the Program Improvement Process. This team will continue to meet and address issues related to the entire vocational technical education accountability system.*

*Each team represents a region in the state and also serves as communication link to the other directors in their region.*

- *A total of nine public hearings addressing all aspects of the State Plan have been held in locations across the state. See response 1 for details.*
- *The Arizona Department of Education consulted with the Governor of the State prior to the development of the State Plan.*
- *The local district must involve stakeholders in the development, implementation and evaluation of all vocational technical programs and must identify specific objectives, measurable outcomes and evaluation methods each year for the Basic Grant Application. (See Appendix F.)*
- *Annually local vocational technical education programs will be evaluated using data generated for the performance measures. Programs will be evaluated by a team of individuals representing a variety of constituents. If it has been determined that a vocational technical education program is not making substantial progress toward the state adjusted levels of performance, an accountability systems intervention plan will be developed. The plan will be a collaborative effort between the district and the Arizona Department of Education in consultation with teachers, parents, other school staff, appropriate agencies, and other appropriate individuals and organizations. See the local program evaluation process in Appendix G.*

**4. You shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals described in [Sec. 122(b)(1)] to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]**

*Information related to the State Plan has been posted on the Arizona Department of Education Web Site. The Revised State Plan, the Draft Multi-Year State Plan (posted in mid-July), the State Plan Development Timeline, the public hearing schedule, and information on how to provide input into the development of the State Plan are all included. Public communication identifying the web site location and information on how to provide input was shared at the Annual Summer Vocational Technical Education Conference, Local Directors meetings, in advertising information for the Public Hearings, during the Public Hearing Sessions, and at the Vocational Technical Education Advisory Committee and State Board meetings.*

*See responses 1, 2, and 3 for information pertaining to activities identified to involve various groups in the development, implementation, and evaluation of vocational technical education in Arizona.*

5. **You shall develop the portion of the plan relating to the amount and uses of any funds proposed to be reserved for adult vocational and technical education, postsecondary vocational and technical education, tech-prep education, and secondary vocational and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary vocational and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency shall file its objections with you. You shall respond to any objections you receive in the State plan. [Sec. 122(e)(3)]**

*The Arizona Department of Education (the state agency responsible for secondary vocational technical education) has provided leadership for development of the State Plan. State staff from the Arizona Department of Education and the State Board for Community Colleges (the state agency responsible for postsecondary vocational technical education) coordinated and collaborated on the State Plan by serving as members of the writing team. Currently Arizona does not reserve funds for adult vocational and technical education.*

*Under provisions of ARS Section 15-784.E., the percent of Perkins funds to be allocated to postsecondary institutions shall be at least 15 percent. The actual projected percentage is over 16 percent. The amount will be negotiated annually. See Section VI of this State Plan which describes the specific allocation of funds. A description of the uses of funds can be found in Section II, Question 6 and in the Secondary and Postsecondary Funding Applications.*

6. **You shall describe the methods for joint planning and coordination of the programs and activities included in the unified plan. [P.L. 105-220, Sec. 501(c)(3)(A)]**

*Not Applicable.*

7. **You shall provide an assurance that the methods for joint planning and coordination included an opportunity for the entities responsible for planning or administering programs and activities included in the unified plan to review and comment on all portions of the unified plan. [P.L. 105-220, Sec. 501(c)(3)(B)]**

*Not Applicable.*

8. **If the unified plan includes secondary vocation education programs and activities, you shall provide an assurance that the State legislature has granted approval for the inclusion of these programs and activities in the unified plan prior to its submission. [P.L. 105-220, Sec. 501(b)(1)]**

*Not Applicable.*

## II. PROGRAM ADMINISTRATION

### A. Descriptions

1. **You shall prepare and submit to the Secretary of State plan for a 5-year period, together with such annual revisions as the eligible agency determines to be necessary. [Sec. 122(a)(1)]**

*The 1-year Revised State Plan covering the period July 1, 1999, through June 30, 2000, has been submitted and approved. The Multi-Year State Plan covering the remaining 4-years will be submitted as scheduled. All follow-up requirements and/or annual revisions will be addressed as needed.*

2. **You will describe the vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance. [Sec. 122(c)(1)]**

*The Arizona Department of Education and the State Community College Board of Arizona will provide a variety of vocational technical education activities designed to meet and exceed the state adjusted levels of performance. These activities will include professional development opportunities for vocational technical education personnel, including new teachers, and preservice opportunities for potential vocational technical education educators. Activities will address the latest research on successful classroom practices and instructional techniques for improving student performance and will be delivered utilizing state-of-the-art training methods.*

*Curriculum research and development will support the state adjusted levels of performance. Research studies will focus on topics such as the latest findings in technological advancements, effective ways to integrate new technology into the curriculum, and high skill, high wage occupations and the training and education needed to secure and retain these jobs. Curriculum development and revision efforts will continue to identify the skills students will need to meet high levels of performance.*

*Technical assistance will be provided by the Department of Education and the State Community College Board. Requests for technical assistance from vocational technical education teachers and administrators in school districts and regions will be addressed efficiently and effectively. The Vocational Technical Education Staff will be committed to providing consistent, quality guidance while at the same time respecting local autonomy and the unique circumstances existing in individual school settings. Technical assistance will include, but will not be limited to, the following activities:*

- *Assist eligible recipients in developing a comprehensive sequence of instruction for their vocational technical education programs.*
- *Provide recommendations for improving existing vocational technical education programs.*

- *Recommend strategies for improving student performance in the Arizona Academic Standards, including mastery of the Arizona's Instrument to Measure Standards (AIMS) assessment, which is designed for all students (see Appendix H).*
- *Provide leadership in implementing new vocational technical education programs that reflect high skill, high wage jobs in new and emerging occupations, including current and new jobs being influenced by new technologies.*
- *Provide occupational and employment information necessary to develop vocational technical education programs that will increase opportunities in the workforce, in advanced training, and/or postsecondary education.*
- *Provide opportunities for successful partnerships and connections with business and industry for the purpose of providing students with a better understanding of all aspects of the industry.*
- *Annually review the data collected from eligible recipients on the performance of the core indicators and if necessary their local improvement plans.*
- *Provide assistance in implementing systemic change through the use of data to evaluate and improve vocational technical education programs.*
- *Assist eligible recipients in the implementation of effective program evaluation and improvement plans.*
- *Disseminate successful strategies for demonstrated effectiveness in meeting or exceeding the state adjusted level of performance.*
- *Recommend professional development opportunities and strategies for educational personnel.*
- *Provide professional development for eligible recipients.*
- *Promote opportunities for eligible recipients to increase knowledge and skills related to the preparation of students for nontraditional employment opportunities.*
- *Recommend strategies to improve the performance level of all students, including special populations, based on the monitoring and evaluation of program effectiveness.*
- *Recommend vocational technical education programs for "approval status."*
- *Promote linkages with postsecondary education through such programs as tech-prep.*

- *Provide training to eligible recipients to ensure compliance with all federal laws.*
- *Monitor and evaluate program effectiveness.*

**3. You will describe the secondary and postsecondary vocational and technical programs to be carried out, including programs that will be carried out by the eligible agency to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs. [Sec. 122(c)(1)(A)]**

*During the past decade, the Arizona Department of Education has been involved in assisting schools and districts to restructure their vocational technical education programs. This restructure came about as the result of recognizing that many students were not being prepared adequately for the workforce. It was determined that more emphases needed to be placed on students' acquiring a strong foundation in academic and technical skills, as well as having access to quality, state-of-the-art technology-the driving force behind tomorrow's jobs.*

*Today all vocational technical education programs are comprehensive in that they are designed around an instructional sequence consisting of four levels. (See Appendix I.) Courses in each level focus on developing decision-making and problem-solving skills, career development skills, academic skills, teamwork and leadership skills, and technology skills. The four instructional levels are as follows:*

- *Level I, which is designed for grades 7 and 8, is the exploratory level. It represents a core of academic and technical competencies that support all occupations and career exploration for all interest areas.*
- *Level II, which is designed for grades 9 and 10, serves as the transition between the broad exploration provided at Level I and the occupationally specific instruction provided at Level III. Students develop higher levels of proficiency in one or more occupational "cluster." The five Level II clusters are Applied Biological Systems, Business Management Technology, Human Services Technology, Industrial Technology, and Information Technology.*
- *Level III, which is designed for grades 11 and 12, provides students with occupationally specific preparation that leads to employment after graduation and/or further education and training.*
- *Level IV, which is designed for the years after high school, is the final level. Students begin entry-level employment and/or receive advanced training and education at a community college, a proprietary school, the university, or in the military.*

*Students must complete the entire set of state designated competencies to be considered “program completers.” They also have the option of participating in tech-prep programs and/or work-based learning experiences-both of which can provide them access and exposure to technology used in the workplace as well as all aspects of the industry. See Appendix J for a list of vocational technical education programs available to Arizona's secondary students.*

*At the community college level, preparing students and employees to effectively use technology is indeed a challenge. The State Board of Directors for Community Colleges of Arizona recently sponsored the development of Arizona Learning Systems (ALS) whose purpose is to provide learner-centered education supported by a technological backbone. When fully implemented in FY 2000-2001, ALS will contribute significantly to statewide economic development by preparing students and individuals already employed to compete in the knowledge-worker or digital economy.*

*In the effort to further develop, improve, and expand vocational technical education programs--particularly in the area of access to quality, state-of-the-art technology, state staff will provide professional development opportunities, leadership activities, curriculum development projects, and technical assistance to the schools and districts. Additionally, state staff will continue to seek business and industry assistance in developing and/or updating vocational technical education program content and in providing teachers and students with meaningful mentoring, job shadowing, and internship experiences.*

*Finally, state staff, as well as teachers, will be trained to utilize the most current technology and will receive information about technology being used in emerging occupations. At the local level, the Carl Perkins Basic Grant Local Application will require eligible recipients to describe the vocational technical education programs they will address and to identify goals and measurable objectives and evaluation methods they will use to develop, improve, and expand programs, including updating technology. An improved performance evaluation process will ensure their success.*

**4. You will describe criteria you will use in approving applications by eligible recipients for funds under Perkins III. [Sec. 122(c)(1)(B)]**

*In Arizona, school districts, BIA Schools, and Charter Schools will apply for secondary Carl Perkins Basic Grant funds. Each district works with state staff who assists in developing and processing the district's Basic Grant Application. Before the annual Basic Grant Application is due, staff will conduct an annual training workshop, each April, to explain the Perkins legislation and to train local district vocational staff on how to complete the application. In addition, state staff will work individually with districts to craft appropriate goals, objectives, and expenditures and in some instances to assist in completing the application.*



*When the applications are submitted, they will first be reviewed for fiscal compliance by the Vocational Technical Education fiscal staff. Then staff will review the applications for program compliance with the Carl Perkins legislation. The following items on the application (see Appendix F) will be reviewed: appropriate signature to affirm assurances; coherent sequence of courses; objectives, measurable outcomes, and evaluation methods for the “required” goals; expenditure function codes, including whether or not sufficient funding is allocated for those required goals; objectives, measurable outcomes, evaluation method, and expenditure function codes for any permissible expenditures (including a 5 percent cap on administrative expenditures); detailed budget expenditures; and capital outlay. In addition, prerequisite requirements from the prior year’s funding will be reviewed to determine if the district has filed a financial completion report and participated in the local evaluation (performance standards) process.*

*If application items are missing or incomplete, state staff will contact the vocational director of the district to discuss and negotiate concerns. State Vocational Technical Education Staff and local district staff will work together to resolve concerns and modify the application so that it meets compliance with the state law. Staff will then sign approval, as will the Associate Superintendent for Educational Programs. District expenditures will be aligned to support attainment of performance measures.*

*The individual project applications for postsecondary funding will be processed in the same manner using identical criteria by staff of the State Board of Directors for Community Colleges of Arizona. Those applications will then be aggregated into a single document that is reviewed, along with the applications submitted by all eligible postsecondary recipients, by staff at the Arizona Department of Education using the above-identified process. (See Appendix K for funding guidelines.)*

*Tech-prep applications will follow a similar process using separate criteria (see Appendix L). Any non-formula projects funded to a nonpublic entity will follow the laws of the state of Arizona.*

**5. You will describe how such programs will prepare vocational and technical students for opportunities in postsecondary entry or entry into high skill, high wage jobs in current and emergency occupations. [Sec. 122(c)(1)(C)]**

*Arizona’s vocational technical education programs will prepare students for high skill, high wage jobs. Each program will be a coherent sequence of courses with state-established occupational competencies. The competencies will be developed by curriculum design teams that use state-prescribed procedures for curriculum development. Appropriate business and industry representatives will serve on the design teams both in the development and approval process. When applicable, competencies will be cross-referenced to national skill standards. Vocational technical education programs will undergo an annual local evaluation as they strive to meet Arizona’s performance standards.*

*Information about high skill, high wage jobs is used to determine Arizona's Priority Program List (see Appendix J). The list is developed by analyzing the educational requirements, wage data, and job demand data for each occupation, and then each occupation is linked to a vocational technical education program. Programs are then ranked based on the results of the above analyses. The state funding formula is based on each program's ranking in the priority list, so that districts are encouraged, through additional funding, to offer high skill, high wage programs to prepare students for those occupations.*

*Many secondary vocational technical education programs will articulate with postsecondary programs through tech-prep. Enrollment data will be reported annually by postsecondary institutions indicates that more than 20,000 students who take community college courses are under the age of 18. Over half of this number are tech-prep students and other students enrolled in regular postsecondary vocational education courses. A majority of those enrolled earn concurrent high school and community college credit. Up-to-12 semester hours will transfer with the student into the community college's articulated vocational technical education program. Through the tech-prep process, students receive counseling regarding career opportunities in nontraditional programs as well as high skill, high wage jobs in current and emerging occupations. Secondary students making the transition to postsecondary vocational education programs are followed through the state's Consumer Report System (CRS) to determine student employment success as indicated by wage earnings and job retention.*

*Arizona, through its secondary and postsecondary vocational programs, is constantly adapting in order to train students for high skill, high wage jobs in emerging occupations. Teachers are provided opportunities for updating their own skills through mentoring and training experiences at business sites. For example, through professional development efforts, Arizona universities provide a 2-week "updating" experience for teachers each summer. Teachers are trained at business sites in state-of-the-art skills using state-of-the-art equipment in the fields in which they teach. For example, a Culinary Arts instructor might choose to spend 2 weeks training at the five star Loews Ventana Canyon Resort restaurant in Tucson. Students, as well, are prepared for employment through actual training in industry. For example, students in a machining program actually train and work with state-of-the-art technology at the Allied Signal Corporation.*

*Finally, state staff will continue to assist districts in providing and supporting vocational technical education programs that reflect emerging occupations and technology. For example, with the high demand for jobs in computer networking, several programs have been established throughout the state to train students for computer networking positions. These programs have been made possible by the partnership with the high-tech CISCO Corporation. Partnerships with business and industry have been the key to success of this kind of endeavor.*

**6. You will describe how funds will be used to improve or develop new vocational and technical education courses. [Sec. 122(c)(1)(D)]**

*Perkins funds will be used to improve and/or develop new vocational technical education courses and programs. State Leadership funds will support research, curriculum development, professional development, and business and industry partnerships to develop and/or improve new courses that are based on new technology and emerging occupations. Local districts may use their Perkins funds to improve or develop new courses as a permissible expenditure. In order to request that funds be used for this purpose, the applicant must list objectives, measurable outcomes, and evaluation methods to meet that particular goal (see Appendix F). Each district will make that decision considering, among other factors, the local job market reflecting high skill, high wage jobs in current as well as emerging occupations, in order to prepare students to enter into high-tech and telecommunications careers. Because of high wage, high job demand locally, many districts are beginning to develop new courses and programs in partnership with high technology industries. Funds will supplement, not supplant, the support of these new courses. Beginning in the year 2000, Arizona will be analyzing these new and emerging occupations and formulating a process for developing and improving programs to meet these demands.*

*From July 1, 2000, the start-up date for the Workforce Investment Act in Arizona, postsecondary institutions will serve as training service providers for the local workforce board. Carl Perkins funds are budgeted to develop new vocational technical education programs as well as to transport new and current programs via nontraditional delivery, such as distance learning, for persons not accessible to college campuses.*

**7. You will describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. [Sec. 122(c)(2)]**

*For more than a decade, Arizona has invested in the professional development of vocational technical education teachers, administrators, counselors, and other personnel who teach in public schools that offer vocational technical education programs. These efforts will continue in compliance with the Carl D. Perkins Vocational and Technical Education Act of 1998.*

*The primary goal of professional development will be to provide comprehensive professional development opportunities for educational personnel, including new teachers, and vocational technical education preservice students. Partnerships with the state public universities, community colleges and business and industry, and others as appropriate in the planning, coordination and delivery of professional development activities will help to ensure that educational personnel have access to the most current needs, expectations, and methods of conducting business.*

*In 1999 Arizona conducted a needs assessment of the vocational technical education community to identify the current levels of practice related to the required activities in Carl D. Perkins Vocational and Technical Education Act. Arizona has used the results of this survey as the basis for making decisions about future professional development activities (see Appendix M). Surveys, questionnaires, and the evaluations of professional development activities will be used to update and clarify the professional development needs of vocational technical education personnel.*

*Professional development activities may include, but will not be limited, to the following:*

- *Initial teacher preparation assistance including the development and implementation of strategies to address the shortage of qualified vocational teachers*
- *Web site development*
- *New and veteran teacher support*
- *Expanded workplace experiences including internships and job shadowing with local business and industry*
- *Academic and occupational skill update*
- *Administrator management information training*
- *Classroom techniques including the implementation of state-adopted competency instruction*
- *Program improvement techniques and strategies including practitioner-to-practitioner opportunities*
- *Strategies for working with special populations*
- *State-of-the-art technologies for the classroom*
- *Arizona Academic Standards with an emphasis on workplace skills*
- *Partnerships with Tech Prep*
- *Career Pathways*
- *Career awareness and employment opportunities*
- *Articulation with postsecondary education*

- *All aspects of the industry*
- *Comprehensive Competency Based Guidance (CCBG) (See Appendix C.)*
- *Implementation of curriculum and instructional resources*
- *Parent and community partnerships*
- *Continued support for the summer vocational conference based on current professional development needs of vocational educators*

*In the effort to increase the level of overall student performance, and consistent with the statewide implementation of the Arizona Academic Standards, the integration of academic and vocational skills in classroom curriculum and instruction will be emphasized.*

*The delivery of professional development activities will reflect the latest in educational and training research. Professional development activities will be customized and, when possible, offered at the school site or at regional locations to accommodate larger audiences. Professional development activities will be promoted in the Arizona Department of Education's two publications *The Preview* and *Education Express*, in professional organization publications, and in special announcements delivered to schools and districts throughout the state.*

*Statewide professional development services will be delivered through contract awards from the Arizona Department of Education. State staff, in consultation with local education personnel, will provide the leadership in setting the direction, identifying deliverables and monitoring the projects. Contracts and projects will be awarded through the Arizona Department of Education contracting process and state staff will be actively involve with the coordination of services provided statewide. Determination of priorities for professional development activities will occur on a regular basis in the form of written needs assessments, seminar/service evaluations, and/or other formal or informal methods of collecting related needs information.*

- 8. You will describe how you will actively involve parents, teachers, local businesses (including small-and medium-sized business), and labor organizations in the planning development, implementation, and evaluation of such vocational and technical education programs. [Sec. 122(c)(3)]**

*For more than a decade, Arizona has supported schools and districts in their efforts to involve stakeholders in the planning, development, implementation, and evaluation of programs. This effort will continue in compliance with the Carl D. Perkins Vocational and Technical Education Act of 1998.*

*Arizona will continue to support and assist local efforts to actively involve parents, teachers, and local business and labor organizations in the planning, development, implementation, and evaluation of vocational technical education programs. The following strategies have been used and will continue to be used to accomplish this initiative:*

- *Guidance in implementing the local evaluation process.*
- *Technical assistance for the required involvement of parents, teachers, local business and labor organization in the local development, implementation and evaluation of vocational technical education programs (see Appendix F).*
- *Professional development activities which often involve stakeholders in the delivery of new and/or revised vocational technical education curriculum. (See response 7 above.)*
- *Technical assistance in implementing the local improvement plan.*
- *Technical assistance for program improvement initiatives.*
- *Support for vocational technical education programs through the involvement of the Vocational Technical Education Advisory Committee to the State Vocational Technical Education Board. (Currently 50 percent of the membership represents business and industry, with representatives from the Chamber of Commerce, Department of Commerce, and multiple levels of education including the State Board of Education.)*
- *Support for local programs through state-level program area business and industry advisory committees.*
- *Involvement of business and industry through state support of vocational student organizations.*

*The aim of vocational technical education is to retain students in school and to provide them with the vocational technical and academic skills they will need for successful employment and/or further education and training. To accomplish this, efforts will be taken to ensure that programs focus on actual work force needs and that hands-on activities reflect actual workplace experiences. Efforts will also be taken to increase student motivation, and optimally student retention, by providing seamless education through a coherent sequence of instruction.*

*At the state level, vocational technical education programs have and will continue to be planned and developed using the curriculum design team approach. Curriculum design teams will be comprised of teachers, business representatives, labor organizations (as appropriate) and parents. The design team approach will ensure stakeholder involvement in a quality, current curriculum process. The design team's tasks will*

*include, but will not be limited to, the identification of technical skills and academic skills, adoption of or cross-reference to national skill standards, and instructional resources.*

*The following criteria will be used to determine the need to develop new curriculum (see Appendix O):*

- *Identify the need through field, staff and business input.*
- *Identify current placement on the Priority Program List (see Appendix J).*
- *Determine the current enrollment.*
- *Identify the last revision date.*

*Once the need to establish a new curriculum is determined, the following process will be used to complete the task (see Appendix P):*

- *Analyze the feasibility for the new curriculum.*
- *Project related employment, average annual openings and wage data.*
- *Obtain approval/recommendation by the state specialist of the program.*
- *Obtain approval from the Vocational Technical Education Management Team.*

*The following established criteria will be used to make decisions about the continuation or discontinuation of vocational technical education programs (see Appendix Q):*

- *Analyze the employment data.*
- *Examine the position of the program on the Priority Program List (see response 12 in this section).*
- *Look at current student enrollment.*
- *Explore the implications for discontinuance of the curriculum.*
- *Analyze student placement results.*

*Professional development activities in the form of onsite or regional workshops/conferences will continue to be offered to introduce new and revised curriculum to vocational technical education personnel across the state. Design team members will be invited to clarify the curriculum content and to answer questions about the design and intent of the curriculum products. Workshops/conferences will also feature classroom activities and instructional techniques to help teachers adapt the curriculum to the needs*

*of students with different learning abilities. In addition, emphasis will be placed on providing students with a coherent sequence of instruction, including, when applicable, articulation into tech-prep and postsecondary education.*

*Many schools and districts have advisory committees or councils comprised of parents, teachers, local business partners, and labor organization representatives whose responsibilities often include the review and assessment of the vocational technical education programs, as well as assistance in marketing these programs. Vocational programs will be evaluated on a regular basis at the state level. The Vocational Technical Education Staff, the Vocational Technical Education Advisory Committee, State Community College Board, and the State Vocational Technical Education Board will address the status of vocational programs.*

- 9. You will describe how you will improve the academic and technical skills of students participating in vocational and technical education programs including strengthening the academic, and vocational and technical, components of vocational and technical education programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical, subjects, and provide students with strong experience in, and understanding of, all aspects of an industry. [Sec. 122(c)(5)(A)]**

*Arizona's vocational technical education programs will continue to focus on improving the academic and vocational skills of students. The Carl Perkins Basic Grant Local Application (see Appendix F) will require districts to identify goals, measurable objectives, and evaluation methods to accomplish this improvement. Goal 3, regarding academic standards, is comprised of (a) improving academic and technical skills of students through the integration of academic and vocational instruction; and (b) teaching vocational students the same challenging academic proficiencies as other students. Each district must list at least one objective with measurable outcomes and evaluation method to explain how the district will improve the academic and vocational technical skills through integration and will teach the same challenging academic proficiencies to ensure learning for vocational students in the core academic and technical subjects. In addition, each district must address the required Goal 4 regarding program improvement by providing at least one measurable objective and evaluation method to explain how the district will provide students with strong experience in and understanding of all aspects of the industry. Districts must also indicate whether or not Perkins funds will be utilized to address these goals and, if so, how they will be used.*

*Professional development and leadership activities will continue to support teacher training so that vocational students will be provided with strong experience in, and understanding of, all aspects of the industry. Arizona's focus on Career Pathways supports integrated academics as well as work-based learning experiences. Again,*



*business partnerships and tech-prep activities with postsecondary education will play a major role in meeting needs.*

*Vocational student organizations (VSOs) have been successful in Arizona for many years. The state will continue to support five vocational students organizations - DECA, FBLA, FFA, FCCLC, and VICA - as they strive to validate and confirm students' understanding and use of academic and vocational technical skills. VSO leadership and occupational skill competitions are cross-referenced, when applicable, to the vocational technical education programs, which makes them integral to classroom instruction.*

*Arizona has made these issues a high priority under the previous Perkins law. Earlier performance measures addressed students' meeting academic gain and occupational competency attainment. New measures will consider academic attainment as well as occupational competency attainment and job placement. Performance on these measures will indicate the level at which Arizona VTE students have met these goals. If performance does not meet the state adjusted levels, program improvement activities will be implemented. In addition, if Perkins funds are used to attain these goals, results will be evaluated at the end of the year. All of these strategies strengthen the academic and vocational technical components of VTE programs and at the same time provide students with strong experience in, and understanding of, all aspect of the industry.*

**10. You will describe how you will ensure that students who participate in such vocational and technical education programs are taught to the same challenging and academic proficiencies that are taught to all other students. [Sec. 122(c)(5)(B)]**

*Several strategies will be utilized to ensure that Arizona students who participate in vocational technical education programs will be taught the same challenging academic proficiencies as are taught to other students. First, each district must address in its Carl Perkins Basic Grant Application, the required Goal 3 that addresses teaching vocational students the same challenging academic proficiencies as other students. Districts must provide a measurable objective and evaluation method describing how this will occur, as well as whether or not Perkins funds will be used and, if so, how they will be used.*

*Secondly, the academic standards process, as described in response 9 above, will indicate the extent to which the above occurs, as well as the prescribed Program Improvement Plan if one is needed. Programs will be evaluated on an annual basis.*

*Thirdly, vocational students will be tested on their academic proficiencies using the same standardized achievement test as other students. Scores will be analyzed and evaluated based on test results. State staff will provide onsite technical assistance and professional development opportunities to assist vocational teachers in teaching the academic skills. Programs not achieving the state adjusted level of performance will be required to submit a Continuous Accountability Plan.*

*Postsecondary students will be provided an assessment of basic skill levels in reading, writing, and mathematics upon admission. Remediation will be provided for those students unable to perform at the college level. Postsecondary students enrolled in vocational technical programs will be required, as part of their certificate or degree program, to complete academic courses the same as nonvocational students. The Arizona performance indicator for attainment of academic proficiencies at the postsecondary level will require occupational program students to complete state-designated academic courses in English and math at a level comparable to nonoccupational students. This performance measure will be evaluated and monitored annually. Programs not achieving the required level of performance in the academic courses will address the issue through a program improvement plan.*

**11. You will describe how you will provide local educational agencies, area vocational and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(14)]**

*Technical assistance will be provided to vocational technical education teachers and administrators from local educational agencies, area vocational and technical education schools, and eligible institutions. The Vocational Technical Education staff at the Arizona Department of Education and the State Community College Board will be responsible for coordinating small group, regional, and statewide activities to inform and update constituents and to address current issues.*

*Following are examples of some of the technical assistance that will be provided.*

- Technical assistance will be provided to the eligible recipients in preparing and implementing the goals and outcomes identified in the Carl Perkins Basic Grant Application. Technical assistance will be provided to eligible recipients in using performance measures to evaluate and improve programs.*
- Eligible recipients will be assisted in developing a comprehensive sequence of instruction for their vocational technical education programs.*
- Eligible recipients will be provided with state level leadership in developing vocational technical programs for new and emerging high skill, high wage occupations.*
- State staff will continue to provide the connectivity with business and industry for vocational technical education programs to expand work-based learning opportunities for students.*
- State Leadership funding will be used to continue a wide variety of professional development workshops to increase the knowledge and skills of vocational technical education teachers.*

- *Assistance will be focused on helping the eligible recipients achieve success on the performance measures.*
- *Training will be provided to vocational technical education teachers to increase the knowledge and skills related to the preparation of nontraditional training and employment opportunities.*
- *State staff will annually evaluate performance measures data provided by the eligible recipients and identify research-based strategies for improving their vocational technical education programs.*
- *Leadership will be provided to expand articulated vocational technical education programs to increase opportunities for postsecondary education.*
- *State staff will provide statewide opportunities for students to participate in vocational student organizations.*

**12. You will describe how vocational and technical education relates to States and regional occupational opportunities. [Sec. 122(c)(15)]**

*Arizona seeks to target the expenditure of both federal and state funds to prepare students for occupations with current and projected employment opportunities. Currently, the Vocational Technical Education Staff at the Arizona Department of Education prepares a Priority Program List utilizing information from the Occupational Information System (OIS) that reports statewide employment projections. Data utilized in this process are obtained from the Occupational Employment Statistics (OES) system, that collected by the Arizona Department of Economic Security. Employment projections are based on employer surveys and econometric models, consistent with generally accepted procedures.*

*The current priority list (see Appendix J) includes occupational demand, wage data, and education and training requirements. The level of education and training is determined by using the General Educational Development (GED) code and Specific Vocational Preparation (SVP) code for the occupations identified in an occupational cluster. Efforts have been made to improve the utilization of the employment statistics in the development of a coherent sequence of instruction for each vocational technical education program. Curriculum design teams analyze the information from the employment statistics to design the scope and sequence for all programs. The specific outcomes (or competencies) for programs are then determined, based on the skills required for these occupations.*

*To ensure that local school and district planning also reflects employment projections, each application requires that targeting decisions utilize the programs identified as "high demand" from the same priority list. Through this combination of activities, both state and federal resources will emphasize training for high demand, high wage occupations.*

*The Vocational Technical Education Advisory Committee will be responsible for reviewing the current method of funding programs and determining if a new funding formula is warranted, including the use of data to develop the priority list. A report will be made to the State Vocational Technical Education Board early in 2000.*

*At the state level, the Carl D. Perkins Vocational and Technical Education Act Amendments, P.L.105-332 makes no specific reference to the use of the Occupational Information System (OIS) to report statewide employment projections. However, Section 118, Occupational and Employment Information, (b)(5) of the Act, refers to Section 15 of the federal Wagner-Peyser Act as the source of information and data. The Arizona Department of Economic Security which administers the Wagner-Peyser Act has been the location of OIS.*

*Additionally, the Arizona Department of Commerce has been looking at defining data for the Workforce Investment Act using the Governor's Strategic Partnership for Economic Development (GSPED) Clusters (see Appendix R). The Vocational Technical Education Advisory Committee will forward a recommendation for determining the Priority Program List.*

*In addition to addressing state and regional occupational opportunities, postsecondary institutions commonly contract with employers for onsite, job-specific training based on competencies identified by the employer. This training is often terminated when the demand is met. Additionally, through partnerships and telecommunications, community colleges are able to address statewide needs for employment training. As an example, in Arizona, curriculum is delivered to 50 percent of the counties to train and upgrade over 19,000 employees of the Indian casinos. Also, the Arizona Dental Association contracted with a community college to provide multisite delivery and distance learning to satisfy a long-term shortage of dental hygienists. Under the Workforce Investment Act (WIA), community colleges will be training service providers for the local workforce boards. WIA performance measures ensure that clients are trained for and placed in jobs offering employment opportunities.*

**13. You will describe the methods you propose for the joint planning and coordination of programs carried out under Perkins III with other Federal education programs. [Sec. 122(c)(16)]**

*In the effort to promote the efficient and effective use of funds, to share information and resources, and to eliminate the duplication of services, the Vocational Technical Education Staff at the Arizona Department of Education will maintain close communication and will work cooperatively with other federal education programs. This will include meeting with other federal education program units to jointly plan and coordinate programs and statewide initiatives.*

*Currently Arizona shares a collaborative relationship with a variety of federal programs. Over the next months, efforts will be taken to improve these relationships and to develop new ones. Following are examples of some of the activities to be undertaken and/or continued:*

- *Goals 2000 applications for funds identifies the option of including vocational technical education in identified activities.*
- *Title I, and Special Education Staff has received career pathways training.*
- *Continued discussions with the Adult Education Unit to identify common activities and priorities.*
- *The Department of Commerce has a representative from Workplace Investment and School To Work on the Vocational Technical Education Advisory Committee.*
- *Continuing discussion with Special Education Staff, Vocational Technical Education Staff, and school and district personnel on issues related to special populations and corrections.*
- *Communication and collaboration on professional development activities occurs with the Academic Support Unit at the Arizona Department of Education, which houses many of the federal education programs. Including joint planning and delivery of statewide professional development conferences.*
- *The State Strategic Planning Process is being conducted to ensure coordination with other federal programs in the Department of Education. See Appendix S for a listing of programs found in the "Academic Assistance" program. Planning and coordination meetings are and will continue to take place to increase coordination and joint planning.*
- *The Career Pathways initiative that supports the integration of academic and vocational technical education is being co-funded by Title VI.*
- *The Arizona Department of Education project coordinators group (Charter schools, VTE, IASA programs, etc.) will address accountability issues including the proposed student record system (SAIS) being developed by the Department of Education.*
- *The state director attends weekly staff meetings with the other managers of federal education programs. A goal of these meetings is to coordinate and eliminate duplication within programs at the Arizona Department of Education.*
- *Representatives from Arizona's postsecondary institutions were heavily involved in the development of the new Arizona State Plan for Adult Education as required by Title II of the Workforce Investment Act (WIA) of 1998. One of the core*

*indicators in the plan relates to placement in, retention in, or completion of postsecondary education, training. To further expedite this performance measure, the state legislature has appropriated a new funding category to be used for "bridging" the GED or literacy student from basic education to entrance into a community college certificate or degree program. In a cooperative effort with Adult Education Staff at the Arizona Department of Education, the State Community College Board will involve postsecondary representatives in joint planning and coordination of curriculum to promote student advancement without duplication.*

- *Perkins funds, at the postsecondary level, are being included in the state's comprehensive plan for Workforce Development, which includes WIA. State Board staff and Department of Commerce staff are coordinating programs and formulating criteria requiring joint planning and coordination in the delivery of services. Community colleges are mandated partners in the local One-Stop Center(s) due to their allocation of Carl Perkins funds under Section 132. Additionally, many will be mandated partners due to federal Adult Education funding. As a one-stop partner, community colleges will have opportunities to expand access to their programs and to improve the variety of services they provide. Postsecondary institutions will have a major role in all One-Stop Center(s) in Arizona, particularly in the rural areas where they may be a sole provider of training services. One rural community college has made application to become the One-Stop Center(s) contractor with the facility to be located on campus. Starting July 1, 2000, the postsecondary institutions receiving Perkins funds will be required to address the requirements of both Title I of WIA and Carl Perkins in the budget and program planning sections of their application. By providing flexibility, it is hoped that effective one-stop delivery systems will spring from local creativity, innovations, and commitment.*

*The effort to build on current relationships and to identify possibilities for new relationships with other federal education programs will continue in compliance with the Carl D. Perkins Vocational and Technical Education Act of 1998.*

**14. You will describe how funds will be used effectively to link secondary and postsecondary education. [Sec. 122(c)(19)]**

*Funds will be used effectively to link secondary and postsecondary education. Goal 10 in the Carl Perkins Basic Grant Application requires local districts to address articulation; that is, how they will link secondary and postsecondary vocational technical education programs. Each district must provide at least one measurable objective and evaluation method describing how this will occur and whether or not Perkins funds will be used. Programs will be evaluated annually. Tech-prep funds, as well as State Leadership funds, will be used to provide training, strategies, and assistance for establishing and improving linkages. Funds—vocational and other—will be used to provide and improve transition activities, particularly for special populations, so that those students can more*

*effectively achieve access, progress, and success in secondary vocational programs and move successfully into and through postsecondary, and into jobs. In addition, research will determine strategies for and support articulation with secondary and postsecondary, primarily with high skill, high wage programs.*

*Arizona's newly approved State Comprehensive Plan for Workforce Initiative will encompass the State's WIA 5-year plan (see Appendix T) with the intent that there be one coherent plan to develop and enhance Arizona's workforce. The plan's foundation is clusters of business and industry activities critical to the economic development of the state (see Appendix R). These industry clusters are becoming catalysts for secondary-postsecondary articulation. Community colleges and secondary schools are using industry-developed competencies and curriculum to provide a 2 + 2 articulated program with industry certification upon completion of the 4 years. Tech-Prep and Basic Grant funds are targeted to link secondary and postsecondary programs to business and industry.*

**15. You will describe how you will address the equity provisions contained in Section 427(b) of the General Education Provisions Act, as amended [20 U.S.C. 1228a]**

*The Arizona Department of Education, School To Work/Vocational Technical Education Division's Mission Statement is "to expand access to extraordinary education by providing leadership, technical assistance, and resources that prepare all students for transition from school to careers through meaningful academic and workforce preparation." One way for us to accomplish this mission is by providing equal access to teachers, students and other recipients of Carl D. Perkins III funding. This will be accomplished by–*

- providing professional development workshops for all eligible recipients;*
- providing technical assistance for eligible recipients implementing programs specifically for special populations;*
- monitoring and evaluating program effectiveness as outlined by the core indicators;*
- ensuring that each eligible recipient identify in the grant application how equal access for all students will be ensured;*
- advocating for all students to achieve the high academic standards that are promoted by the Arizona Department of Education; and*
- analyzing data gathered for performance measures and recommending corrective actions if needed.*

**16. You will include the description of the procedures in place to develop the memoranda of understanding outlined in section 121 of Workforce Investment Act of 1998.**

*In late March 1999, the state appointed a three-department interagency team to coordinate the development of the WIA State Plan. (See Appendix R.) This team meets bimonthly and is currently addressing the issues found in the Planning Guidance and Instructions for Submission of the Strategic Five-Year State Plan for Title I of the Workforce Investment Act of 1998 and The Wagner-Peyser Act. The State Director for Vocational Technical Education serves on the WIA team which will be developing and coordinating state guidelines for the memoranda of understanding. Each memoranda of understanding shall contain the following elements: services to be provided through the one-stop system; how the services and operating costs will be funded; referral methods between partners and operators to ensure that appropriate services and activities will be provided; the duration of the memoranda of understanding; and procedures to amend the memoranda of understanding. Information is being gathered at this time, input from the field will be gathered, and guidelines will be developed and shared with interested individuals across the state. The timeline for final development will be in late September 1999.*

**17. You will describe procedures you will develop to ensure coordination of nonduplication among programs listed in section 112 of the Workforce Investment Act of 1998. [Sec. 122(c)(21)]**

*The state has appointed a three department interagency WIA team, which was described in response 16 above, to coordinate activities to ensure nonduplication among programs. In addition, the Local Workforce Investment Area Boards will include representatives of programs and will coordinate activities to ensure nonduplication. See Appendix T for a copy of the Certification Requirements for a Local Workforce Investment Area Board.*

*Finally, WIA distributes a newsletter to update constituents about programs and activities (see Appendix U).*

*Community colleges in Arizona provide postsecondary vocational technical education programs under the provisions of Carl Perkins III. As providers of Postsecondary programs under Section 132, they are mandated partners in the One-Stop Center(s). Additionally, the Workforce Investment Act strongly encourages that a representative of local community college be named to serve as a member on the local workforce board. In this capacity, community college representatives are involved in determining service providers and deciding upon programs to be made available to clients of the One-Stop Center(s). They will be on the front line ensuring coordination and non-duplication of programs as specified in Section 113 of WIA.*



*Starting with the FY 2000-2001 funding year, as part of the application process for Basic Grant funds, postsecondary institutions will be required to ensure that there is no duplication with other federally funded programs.*

### III. ACCOUNTABILITY AND EVALUATION

#### A. Requirements

1. **Describe the procedures employed to include input from eligible recipients in establishing –**
  - **performance measures for core indicators [Sec. 113(b)(1)(A), Sec. 113(b)(2)(D)];**
  - **a State level of performance for each core indicator of performance [Sec. 113(b)(1)(C), Sec. 122(C)(9)];**
  - **any additional indicators of performance identified by the eligible agency [Sec. 113(b)(1)(B)]; and**
  - **State levels of performance for each additional indicator of performance. [Sec. 113(b)(1)(C)].**

*The Vocational Technical Education Staff at the Arizona Department of Education has provided leadership in the development of performance measures for the core indicators [Section 113(b) (1)(A) and Section 113(b)(2)(D)]. The intent was to involve eligible recipients in a number of activities to establish the performance measures. To date, the Local Vocational Directors, elected Regional Vocational Directors, and the Vocational Technical Education Advisory Committee have been involved in the development of the Revised of the State Plan, and the Multi-Year State Plan with final input and approval provided by the State Vocational Technical Education Board. At the time of submission of this document, the following activities have been completed:*

- *A needs assessment survey, which addressed the current level of activities that will be evaluated under the Carl D. Perkins Vocational and Technical Education Act of 1998, was sent to vocational technical education teachers, local vocational directors, school superintendents, tech-prep directors, and program specific state-level business and industry advisory councils.*
- *The Vocational Technical Education Management Team met with the Director of Research and Policy to obtain information regarding the applicability and status of various data collected by the Arizona Department of Education.*
- *A meeting of the Accountability Systems Team (see Appendix Y), which included elected Regional Vocational Directors, was held on Tuesday, January 19, 1999. Nationally recognized staff from Management, Planning and Research (MPR) Associates facilitated the meeting. The purpose of the meeting was to expedite the understanding of the new Perkins Act, specifically the accountability requirements, and to prioritize key development issues in Arizona.*

- *At the Local Vocational Directors Meeting on Tuesday, January 26, 1999, eligible recipients were provided with the opportunity to give input in four areas: fiscal issues, performance measures for the core indicators, accountability and the local plan. They were also encouraged to send comments and/or concerns in writing to the State Vocational Technical Education Director.*
- *The Vocational Technical Education Advisory Committee met on Friday, January 29, 1999. The board members (several of whom are also eligible recipients) provided input on fiscal issues, performance measures for the core indicators, accountability and the local plan.*
- *A second meeting of the Accountability Systems Team was held on Tuesday, February 23, 1999. Staff from Management, Planning and Research Associates, Inc. facilitated the meeting. The purpose was to identify the proposed performance measures for each of the core indicators.*
- *The Vocational Technical Education Advisory Committee, including several Local Vocational Directors, met again on Friday, February 26, 1999. At this meeting the revisions for the new Carl D. Perkins were forwarded to the State Vocational Technical Education Board.*
- *The elected Regional Vocational Directors led discussion groups at a Local Directors Meeting on March 30, 1999 for the purpose of collecting additional input from them on the Performance Measures and related issues.*
- *A Consultation Survey was developed and distributed to the local vocational directors and occupational deans on March 30, 1999. A survey packet contained surveys for the Local Vocational Directors to distribute to various stakeholder groups: parents, students, teachers, business representatives, labor organizations representatives, special population representatives and program administrators. The results will be used to identify the goals for vocational technical education in Arizona. The survey and the results are located in Appendix D.*
- *The Revised State Plan was placed on the ADE Web page for public input after it was approved by the State Board of Education and submitted to the Office of Vocational and Adult Education on April 12, 1999.*
- *The Basic Grant Application for funds under the Carl D. Perkins Act of 1998 was distributed at the Local Vocational Directors Meeting on April 27, 1999. All local vocational directors provided input on the new application and processes outlined in the Arizona Revised State Plan.*
- *A meeting of the Accountability Systems Team which included the elected Regional Vocational Directors was held on May 11, 1999. The purpose of the meeting was to collect their input on data collection systems for the Local Evaluation Process.*

- *The Accountability Systems Team met again on June 8, 1999, to provide input on the data collection process to be incorporated in the local evaluation activities.*
- *The Accountability Systems Team met on June 14, 1999, to develop the Improvement Plan Process.*
- *Opportunities for discussion and questions concerning the Accountability System/Performance Measures will be available at the Summer Vocational Conference, July 26-28, 1999.*
- *The Vocational Technical Education Advisory Committee met July 26, 1999, during the Summer Vocational Conference for review and input on the Multi-Year State Plan.*
- *Public Hearings for the purpose of public input were held at the Summer Vocational Conference and during the first week of August 1999. The summary of the Public Hearings (see Appendix A) will be analyzed and appropriate changes made in the State Plan.*
- *The Accountability Systems Team met on September 7, 1999 to integrate new elements identified by USDOE in Chicago on August 25, 1999.*
- *The Vocational Technical Education Advisory Committee met again on September 10, 1999, to consider and approve the Multi-Year State Plan. Their recommended changes will be made before the plan is submitted to the State Vocational Technical Education Board for their approval on October 25, 1999.*
- *The Accountability System Team met on September 7, 1999 to finalize new elements of Performance Measures.*
- *The Accountability System Team met on October 6, 1999 to address questions and concerns on the items to be included in Arizona Performance Measures: Secondary Guidelines for Vocational Program Evaluation. They also provided input on substantial progress and the Assessment Accountability Plan.*

*In summary, the Vocational Technical Education Division at the Arizona Department of Education has received considerable input from the eligible recipients in establishing performance measures closely aligned with the core indicators.*

*Activities conducted at the postsecondary level include the following:*

*The State Community College Board Staff joined the leadership of designated staff at the Arizona Department of Education in the development of performance measures for the core indicators. Postsecondary eligible recipients were involved in a number of activities throughout the development process. A survey developed by staff at Management, Planning, and Research Associates, Inc. (MPR) was administered to eligible institutions*

*to assess their capacity to produce the required core indicators and report upon their performance. An advisory group was used to finalize the draft of performance measures based upon the survey results. The draft performance measures were presented to a statewide group of institution administrators for evaluation and suggestions for revision. The postsecondary performance measures were finalized. Following a review and minor revision by the Vocational Technical Education Advisory Committee, the document was approved by the State Vocational Technical Education Board and the State Community College Board.*

*The approved performance measures for the core indicators were disseminated to all eligible postsecondary institutions. As the state level of performance for each measure was to be determined during the 1999-2000 academic year, all institutions were requested to gather data for end of the year reporting. Early in the 1999-2000 year, representatives of eligible postsecondary recipients gathered at the state conference to assist in the finalization of the Postsecondary Performance Measures Manual (see Appendix W).*

*No additional indicators of performance will be required at the postsecondary level.*

**2. Identify and describe –**

- **the core indicators, [Sec. 113(b)(2)(A)(i-iv)];**
- **a State level of performance for each core indicator of performance for the first two program years covered by the State plan [Sec. 113(b)(3)(A)(ii)];**
- **any additional indicators identified by the eligible agency [Sec. 113(b)(2)(B)]; and**
- **a State level of performance for each additional indicator [Sec. 113(b)(3)(B)].**

*The following charts contain the performance measures for each of the core indicators. Arizona will collect baseline data from local school districts and other eligible recipients for each of the measures in FY 2000. The charts contain specific information regarding collection of baseline data. After the baseline data is collected by Vocational Technical Education Staff, it will be aggregated and sent to the Office of Vocational and Adult Education for the purpose of determining the state level of performance for each of the performance measures.*

**STATE OF ARIZONA  
PERFORMANCE MEASURES  
FOR SECONDARY AND POSTSECONDARY PROGRAMS**

<b>Core Indicator 1: Student attainment of challenging state-established academic, and vocational and technical skill proficiencies. [Sec. 113(b)(2)(A)(i)]</b>				
<b>Performance Indicator</b>	<b>Secondary</b>		<b>Postsecondary</b>	
	<b>Performance Measure</b>	<b>Performance Level</b>	<b>Performance Measure</b>	<b>Performance Level</b>
<b>1.1 Attainment of Academic Proficiencies</b>	<ul style="list-style-type: none"> <li>Ratio of average state standardized test scores of all VTE program concentrators who leave secondary education in the reporting year to the average state standardized test scores of all self identified VTE students (Stanford 9).</li> </ul>	<ul style="list-style-type: none"> <li>_____ (see formula)</li> <li>99-00 will be baseline</li> </ul>	<ul style="list-style-type: none"> <li>Identified occupational program students will complete state-designated academic courses in English and math with a "C" or better.</li> </ul>	<ul style="list-style-type: none"> <li>_____ (see formula)</li> <li>99-00 will be baseline</li> </ul>
<b>1.3 Attainment of Vocational and Technical Proficiencies</b>	<ul style="list-style-type: none"> <li>Percentage of VTE program concentrators who attain at least 80% of the state-designated program competencies and leave secondary education in the reporting year.</li> </ul>	<ul style="list-style-type: none"> <li>_____ % (see formula)</li> <li>99-00 will be baseline to collect Special Populations data</li> </ul>	<ul style="list-style-type: none"> <li>Identified occupational program students will complete competency based occupational courses with a "C" or better.</li> </ul>	<ul style="list-style-type: none"> <li>_____ % (see formula)</li> <li>99-00 will be baseline</li> </ul>
<b>1.4 Attainment of Vocational and Technical Proficiencies</b>	Intentionally Left Blank	Intentionally Left Blank	<ul style="list-style-type: none"> <li>Program completers in occupations requiring licensing will receive licensure or certification from a governmental agency or professional group.</li> </ul>	<ul style="list-style-type: none"> <li>_____ % (see formula)</li> <li>99-00 will be baseline</li> </ul>

**1.1 Secondary Formula:**

*Average standardized test scores of VTE program concentrators who leave secondary education in the reporting year*  
*Average standardized test scores of all self identified VTE students*

**1.3 Secondary Formula:**

*Number of VTE program concentrators who attain at least 80% of the state-designated program competencies and leave secondary education in the reporting year*  
*Number of VTE program completers who leave secondary education in the reporting year*

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**1.4 Secondary Formula:**

*Intentionally Left Blank*

**1.1 Postsecondary Formula:**

*Number of occupational completers of designated courses with a “C” or better*  
*Total number of designated course completers*

**1.2 Postsecondary Formula:**

*Intentionally Left Blank*

**1.3 Postsecondary Formula:**

*Number of occupational course completers with a “C” or better*  
*Total number of occupational course completers*

**1.4 Postsecondary Formula:**

*Number of program completers in occupations requiring licensure who receive licensure or certification*  
*Total number of program completers in same program*

**Postsecondary Notes:**

- *Identified occupational program student is the cohort to be used on the performance measures as well as the numerator and denominator in each formula. This is a student who has during the reporting year -
  - *completed a vocational award, OR*
  - *declared a vocational major (certificate or degree), OR*
  - *accumulated seven or more vocational credit hours in the same vocational area by prefix within the previous two years including the reporting period, AND have not declared a major goal, AND have not declared a personal interest."**
- *State-designated academic courses in English and math are defined as any English, Math, Technical English or Technical Math course at or above the 100 level.*



<b>Core Indicator 2: Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential. [Sec. 113(b)(2)(A)(ii)]</b>				
<b>Performance Indicator</b>	<b>Secondary</b>		<b>Postsecondary</b>	
	<b>Performance Measure</b>	<b>Performance Level</b>	<b>Performance Measure</b>	<b>Performance Level</b>
<b>2.1 School Completion</b>	<ul style="list-style-type: none"> <li>Percentage of VTE program concentrators who receive a secondary school diploma in the reporting year.</li> </ul>	<ul style="list-style-type: none"> <li>_____ % (see formula)</li> <li>99-00 will be baseline</li> </ul>	<ul style="list-style-type: none"> <li>Identified occupational program students will complete a certificate or degree.</li> </ul>	<ul style="list-style-type: none"> <li>_____ % (see formula)</li> <li>99-00 will be baseline</li> </ul>

**2.1 Secondary Formula:**

*Number of VTE program concentrators who receive a secondary school diploma in the reporting year and left school*  
*Number of VTE program concentrators who leave secondary education in the reporting year*

**2.1 Postsecondary Formula:**

*Number of occupational students completing a certificate or degree*  
*Total number of occupational students*

<b>Core Indicator 3: Placement in, retention, and completion of, postsecondary education or advanced training, placement in military services, or placement or retention in employment. [Sec. 113(b)(2)(A)(iii)]</b>				
<b>Performance Indicator</b>	<b>Secondary</b>		<b>Postsecondary</b>	
	<b>Performance Measure</b>	<b>Performance Level</b>	<b>Performance Measure</b>	<b>Performance Level</b>
<b>3.1 Placement</b>	<ul style="list-style-type: none"> <li>Percentage of VTE program completers who graduated in the previous year and were placed in postsecondary education or advanced training, military service or employment in the reporting year.</li> </ul>	<ul style="list-style-type: none"> <li>_____% (see formula)</li> <li>1998-99 will be baseline</li> </ul>	<ul style="list-style-type: none"> <li>Identified occupational program students will participate in further education.</li> </ul>	<ul style="list-style-type: none"> <li>_____% (see formula)</li> <li>99-00 will be baseline</li> </ul>
<b>3.2 Retention</b>	<ul style="list-style-type: none"> <li>Percentage of VTE program completers who graduated in the previous year and were retained in a reported placement in postsecondary education or advanced training, military service or employment in the reporting year.</li> </ul>	<ul style="list-style-type: none"> <li>_____% (see formula)</li> <li>1999-00 will be baseline</li> </ul>	<ul style="list-style-type: none"> <li>Identified occupational program students will be placed in employment, and display wage increases of ____ after 10 quarters.</li> </ul>	<ul style="list-style-type: none"> <li>_____% (see formula)</li> <li>99-00 will be baseline</li> </ul>

### 3.1 Secondary Formula:

*Number of VTE program completers who graduated in the previous year and were placed in postsecondary education or advanced training, military service or employment in the reporting year*

*Number of VTE program completers who left secondary education last year*

### 3.3 Secondary Formula:

*Number of VTE program completers who graduated in the previous year and were retained in a reported placement and in postsecondary education or advanced training, military service or employment in the reporting year*

*Number of VTE program completers who graduated in the previous year and were placed in postsecondary education or advanced training, military service or employment in the reporting year*

**3.1 Postsecondary Formula:**

*Number of occupational students participating in further education*  
*Total number of occupational students*

**3.2 Postsecondary Formula:**

*Intentionally Left Blank*

**3.3 Postsecondary Formula:**

*Number of occupational students placed in employment displaying a wage increase of \_\_\_\_ % after 10 quarters*  
*Total number of occupational students*

**Postsecondary Notes:**

- *Further education is defined as continuance in any public or private postsecondary institution including a community college.*
- *Employment and wage data will be provided on annual cohorts by the Department of Economic Security using the unemployment insurance data files.*

<b>Core Indicator 4: Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment. [Sec. 113(b)(2)(A)(iv)]</b>				
<b>Performance Indicator</b>	<b>Secondary</b>		<b>Postsecondary</b>	
	<b>Performance Measure</b>	<b>Performance Level</b>	<b>Performance Measure</b>	<b>Performance Level</b>
<b>4.1 Participation In Nontraditional Programs</b>	<ul style="list-style-type: none"> <li>Percentage of Female students enrolled in nontraditional VTE programs in the reporting year.</li> </ul>	<ul style="list-style-type: none"> <li>____% (see formula)</li> <li>99-00 will be baseline</li> </ul>	<ul style="list-style-type: none"> <li>Female students enrolled in an occupational program normally under-represented by females.</li> <li>Male students enrolled in an occupational program normally under-represented by males.</li> </ul>	<ul style="list-style-type: none"> <li>____% (see formula)</li> <li>99-00 will be baseline</li> </ul>
<b>4.2 Participation In Nontraditional Programs</b>	<ul style="list-style-type: none"> <li>Percentage of Male students enrolled in nontraditional VTE programs in the reporting year.</li> </ul>	<ul style="list-style-type: none"> <li>____% (see formula)</li> <li>99-00 will be baseline</li> </ul>	Intentionally Left Blank	Intentionally Left Blank
<b>4.3 Completion Of Nontraditional Programs</b>	<ul style="list-style-type: none"> <li>Percentage of Female students completing nontraditional VTE programs in the reporting year.</li> </ul>	<ul style="list-style-type: none"> <li>____% (see formula)</li> <li>99-00 will be baseline</li> </ul>	<ul style="list-style-type: none"> <li>Female students completing occupational programs normally under-represented by females.</li> <li>Male students completing occupational programs normally under-represented by males.</li> </ul>	<ul style="list-style-type: none"> <li>____% (see formula)</li> <li>99-00 will be baseline</li> </ul>
<b>4.4 Completion Of Nontraditional Programs</b>	<ul style="list-style-type: none"> <li>Percentage of Male students completing nontraditional VTE programs in the reporting year.</li> </ul>	<ul style="list-style-type: none"> <li>____% (see formula)</li> <li>99-00 will be baseline</li> </ul>	Intentionally Left Blank	Intentionally Left Blank

#### **4.1 Secondary Formula:**

*Number of female students enrolled in nontraditional Level III VTE courses in the reporting year*  
*Number of students enrolled in nontraditional Level III VTE courses in the reporting year*

#### **4.2 Secondary Formula:**

*Number of male students enrolled in nontraditional Level III VTE courses in the reporting year*  
*Number of students enrolled in nontraditional Level III VTE courses in the reporting year*

**4.3 Secondary Formula:**

*Number of female students completing a nontraditional VTE program in the reporting year*  
*Number of students completing a nontraditional VTE program in the reporting year*

**4.4 Secondary Formula:**

*Number of male students completing a nontraditional VTE program in the reporting year*  
*Number of students completing a nontraditional VTE program in the reporting year*

**4.1 Postsecondary Formula:**

*Number of under-represented female and under-represented male occupational students enrolled in under-represented courses*  
*Total number of students enrolled in the same courses*

**4.2 Postsecondary Formula:**

*Intentionally Left Blank*

**4.3 Postsecondary Formula:**

*Number of under-represented female and under-represented male occupational students completing under-represented programs*  
*Total Number of students completing the same programs*

**4.4 Postsecondary Formula:**

*Intentionally Left Blank*

**Postsecondary Notes:**

- *The best available state or national data will be used to determine occupations lacking gender equity.*
- *The above data will be used to determine programs with less than 25% of the gender.*

*Defining workable performance measures and setting performance levels is an important task. In order to accomplish this task, there are a number of issues related to the increased accountability requirements that are being addressed.*

- *The importance of addressing measurable outcomes and reporting accurate data is being emphasized at both the state and local levels. Although the state has previously had a system of core standards and measures as the basis of the local program evaluation, withholding state or federal funding has rarely been enforced. Public emphasis regarding the philosophical change in accountability will increase the odds of getting accurate data.*
- *More effective management information systems are being implemented at both the state and local levels to ensure that the performance measures data is collected efficiently.*
  - *Local eligible recipients are implementing new data collection systems.*
  - *The Vocational Technical Education Staff will be providing technical assistance to ensure the understanding of definitions related to accountability performance measures and to ensure that accurate data will be submitted.*
  - *At the state level, emphasis will be placed on increased efficiency in accessing data. A new database system will maintain longitudinal data, and data files and new input applications are being developed.*
- *Time issues are being resolved in FY 2000. For example:*
  - *Performance Measure data will be submitted in July rather than September for the previous school year. By receiving the information in the summer, the state staff will be able to perform analysis before the upcoming school year.*
  - *The current application deadline for the Basic Grant is June 30. The performance measure deadline collection and submission date is currently aligned with the Basic Grant application date. This will allow districts to use data from the previous year to determine expenditures for the upcoming year.*

*Arizona will address each of the core indicators by promoting common definitions and consistent operational performance measures. The measurement approaches will use consistent student assessment and data collection. Continuous improvement approaches, including setting and adjusting performance targets and establishing continuous improvement systems, are an integral component in program evaluation.*

*Arizona will implement a system of performance measures to improve the performance of vocational technical education students. Performance measures data will be collected for submission to the Office of Vocational and Adult Education only for those students who attain a state-defined threshold level of vocational education. In Arizona, the term program completer will be used to designate those students who have achieved the threshold level of vocational technical education. A program completer is defined in Arizona as a student enrolled in a vocational technical education program who has completed the competencies for the vocational technical education program.*

*Core Indicator One:* *Student attainment of challenging state-established academic skills and vocational technical skill proficiencies.*

- *The first requirement in this indicator is the attainment of the Arizona's Academic Standards. Arizona has received distinction in several national studies for its efforts in establishing statewide academic standards. Currently, academic standards are being disseminated throughout the state and the Arizona's Instrument to Measure Standards (AIMS), a criterion-referenced test designed to measure academic achievement, is being finalized. The AIMS test will not be required for graduation until 2002. This means that vocational students in the graduating class of 2002 will need to pass the reading, writing, and math sections of the AIMS test to receive a high school diploma. The remaining core academic areas are still under development. Data, however, will not be available until summer 2002. Aggregate vocational technical education program data will be used until the transition to the AIMS test. At that time it will be possible to collect specific program data.*

*The Stanford Achievement Test, Ninth Edition (Stanford 9) is currently given to students in grades 2-11. The results of the Stanford 9 Test, which is a norm-referenced test, will be used until AIMS is fully implemented in 2002. The Stanford 9 test covers core academic areas. About 50% of Arizona's Academic Standards align with the Stanford 9 test.*

*A nontest indicator will be developed for use with the Stanford 9 test. The nontest indicator will allow the Vocational Technical Education Staff at the Arizona Department of Education to extrapolate the scores of all self identified vocational technical education students.*

*Arizona is currently developing a statewide student record system. Once the system is in place and has been tested, Vocational Technical Education Staff will modify its database to interface with the state's database. It has been determined that student social security numbers will not drive the system.*

- *The second requirement in this indicator is the attainment of vocational technical skills. Arizona collected data regarding occupational skill attainment under Carl Perkins II. The Performance Standard 2.2 stated that "80 percent of the students who complete the district's planned sequence of courses will demonstrate*

*attainment of at least 80 percent of the occupational competencies associated with the program.” The new performance measure has been slightly altered and data on special populations is being collected to meet the requirements in the new law.*

*Arizona has state established occupational competencies for each of the 43 vocational technical education programs. These competencies have been developed and validated by business and industry. Currently vocational technical education teachers use a matrix to record competency attainment. Each of the program area State Supervisors use the competency matrix when they provide technical assistance. They are currently exploring the various industry certificates and licensures that could be used to assess competency attainment.*

*Finally, there are no state-established academic skills or vocational technical skill proficiencies at the postsecondary level. There are programs approved by the State Community College Board, which by rule must specify academic and occupationally related competencies to be obtained by students prior to completion of the program. In the absence of a systemwide postsecondary vocational technical skill assessment, program completion appears to be the best alternative.*

*Core Indicator Two:* *Student attainment of the secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or postsecondary degree or credential.*

- *Eligible recipients only award high school diplomas. Graduation information will be collected for program completers on the Secondary Vocational Technical Education Program Completer Report (see Appendix G, Attachment 5). Students will use a nontest identifier when they take the AIMS test. Those test results will be used for this performance measure in 2002.*
- *When the AIMS test is fully implemented, a nontest indicator will identify vocational students. The nontest indicator will need to be field tested so that vocational students will identify themselves as vocational students. Self-identification for vocational technical education students may not give reliable data.*
- *The Arizona Vocational Technical Education Division does not collect GED data and will not use this data in the state graduation rate. In Arizona, high school graduation means obtaining a high school diploma.*
- *A key consideration in the design of postsecondary attainment measures is the variability in the age, experience and educational goal of students in community colleges. Typically, community college students are “bi-modal,” with younger students pursuing degrees and transfer, whereas older students seek short-term*



*skill upgrading and career advancement. It is difficult for a single attainment measurement to reflect fairly the desired outcomes of such a diverse population.*

*Core Indicator Three: Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.*

- *Arizona collected placement data under Carl Perkins II. Performance Standard 3.1 stated that “90 percent of the students completing an approved vocational technical education program will be placed in a related employment, postsecondary training, education, or military service.” Establishing and implementing uniform definitions of a valid survey was difficult.*
- *Accurate and reliable placement data will continue to be difficult to obtain for this indicator. Currently school districts collect this data. State vocational funding provides an incentive to improve the number of responses in reporting placement data.*
- *Presently under State Board policy (in response to Arizona Session Law), school districts cannot begin the followup of students until 9 months after graduation, and they are given 5 months to collect the data. Placement data used for this indicator is 1 year old. Revised placement survey forms will collect placement data for nontraditional and special population students (see Appendix G, Attachment 5).*
- *The revised Placement Survey Forms will also collect retention data. Retention information will be collected for those students who have been retained for six months in each of the three types of placement. Arizona has not previously collected this data. Placement and retention data collection timeframes are aligned as closely as possible with the requirements in the Workforce Investment Act.*
- *The current postsecondary performance measure states that “the percentage of cohort postsecondary/adult students who are placed into employment, transfer to high education, progress to additional training, or enter military service will increase each year until the percentage meets the state’s designated standard.” Although a reliable reporting system on this indicator has been established, there are some limitations in seeking data on certain categories of employment, for example, self-employment, out-of-state employment and related employment, and persons entering the military. The collection of placement data by nontraditional and special population categories will be a challenge under the new Carl Perkins law.*

*Core Indicator Four: Student participation in and completion of vocational technical education programs that lead to nontraditional training and employment.*

- *Many eligible recipients are requesting that this indicator be measured in access and awareness and not shifts in enrollment. Others are requesting a modification in the indicator due to local ethnicity, migratory population availability of successful role models.*
- *Districts will collect and report gender on their program enrollment. Program enrollment will be aggregated to generate a statewide percentage. Gender information for the program completers will be obtained from the Secondary Vocational Technical Education Program Completer Report (see Appendix G, Attachment 4).*
- *Information has been obtained from state and national sources to determine which occupations are considered to be nontraditional (see Appendix G, Attachment 3). This information was cross-referenced to vocational technical education programs. Technical assistance will be provided to assist eligible recipients in understanding how to identify and report the nontraditional data.*

*The preceding charts reflect the proposed system to collect baseline data for all four core indicators for each of the performance measures in FY 2000. We are presently collecting only a portion of the data. The only data we currently collected is Performance Measure 1.3 and 3.1. The proposed state performance level, based on baseline data for Performance Measure 3.1, will be submitted to the Office of Vocational and Adult Education during December, 1999. The baseline data for all remaining performance measures will be at the Arizona Department of Education by July 1, 2000.*

*The State Community College Board Staff will collect and report data in a similar manner as the Arizona Department of Education. Baseline data will be collected by August 1, 2000. The placement data for Performance Measure 3.2 will be available to submit to the Office of Vocational and Adult Education on September 1, 1999. The major barrier facing postsecondary institutions is how to identify students representing the special populations categories. Self-determination upon admission along with counselor and faculty referrals, assessment, and financial aid information will be utilized.*

**3. Describe how you will annually evaluate the effectiveness of vocational and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating such programs to ensure nonduplication with other existing Federal programs. [Sec. 122(c)(6)]**

*For over a decade, Arizona has used core measures and standards to evaluate vocational technical education programs. Under the Carl D. Perkins Act of 1998, the Vocational Technical Education Staff at the Arizona Department of Education will annually evaluate the effectiveness of the vocational technical programs offered by the eligible recipients receiving funds under this title.*

*Using the core indicators found in Perkins, each district will conduct an Annual Program Performance Evaluation of its vocational technical programs to determine the progress in achieving the state adjusted levels of performance. The local evaluation will use the Perkins performance measures and methodology prescribed by the State Board of Vocational Technical Education. Emphasis will be on continuous improvement activities for program evaluation and improvement and will involve performance goal setting, mid-year progress checks, and evaluation.*

*The Annual Program Performance Evaluation applies to any eligible recipient that receives state or federal vocational education funds. Secondary eligible recipients must annually evaluate all vocational technical education programs. A vocational technical education program is defined as a coherent sequence of instruction.*

*Vocational technical education programs will be evaluated using the performance measures developed in accordance with the core indicators identified in Perkins III. The instructions for the eligible recipients to collect data and evaluate vocational technical programs are included in the Arizona Performance Measures: Secondary Guidelines for Vocational Program Evaluation (see Appendix G). These guidelines are the first module of published instruction and will be distributed to the eligible recipients in the Fall of 1999 and annually thereafter with appropriate modifications. Remaining modules are being developed to address the following topics:*

- *Local Evaluation Process*
- *Continuous Accountability Plan Development*
- *Local Evaluation Teams Role in Program Evaluation*
- *Using Data for Program Improvement*

*The timeline for the various local evaluation activities during the 1999-2000 baseline year is included in the Arizona Performance Measures: Secondary Guidelines for Vocational Program Evaluation (see Appendix G, Attachment 1). Each district will*

*participate with the Arizona Department of Education completing the following evaluation procedures:*

- *Eligible recipients will collect data according to the identified performance measures including all data for each of the categories of special populations and tech-prep students. The Arizona Performance Measures: Secondary Guidelines for Vocational Program Evaluation forms reflect the method to collect the data.*
- *Eligible recipients will submit all performance measure data to the Arizona Department of Education.*
- *The Vocational Technical Education Staff will submit baseline data and the proposed state performance levels to the Office of Vocational and Adult Education to determine the state adjusted level of performance (year one).*
- *The Vocational Technical Education Staff will send a report to the local education agencies with a comparison of the eligible recipient data to the state baseline aggregate data collected during the first year. In subsequent years, the report will contain a comparison of eligible recipient data to the state adjusted level of performance (year one).*
- *Eligible recipient will assemble a Local Evaluation Team to review the data. Most of the data will be baseline data for the new performance measures and the identified subcategories. Membership on the Local Evaluation Team will include representatives from each of the following: parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals. The Local Evaluation Team will meet during the school year to assist in the development, implementation, and evaluation of vocational technical education programs (year one).*
- *The Local Evaluation Team will develop program improvement recommendations and strategies which will be called the Continuous Accountability Plan (year two).*
- *If the eligible recipient performs at or above the state adjusted level of performance, the program will receive “approval” status.*
- *If the eligible recipient performs below the state adjusted level of performance, the Vocational Technical Education Staff will conduct an assessment of the educational needs (year two).*
- *The Vocational Technical Education Staff and the eligible recipient in consultation with teachers, parents, other school staff, appropriate agencies, and other appropriate individuals and organizations will develop an Accountability Assessment Plan that will include instructional and other programmatic innovations of demonstrated effectiveness. The program will receive “provisional approval” upon completion of the plan (year two).*

- *The Vocational Technical Education Staff will conduct regular technical assistance and evaluations of progress to programs under the assessment accountability plan (year two).*
- *If the State Board of Vocational Technical Education determines that an eligible recipient is not making a “good faith” effort or substantial progress in meeting the state adjusted level of performance for 2 consecutive years while under Accountability Assessment Plan sanctions may be imposed on the eligible recipient (year three).*

*Each district offering vocational technical education programs will designate a Local Evaluation Coordinator. This person will attend training coordinated by the Vocational Technical Education State Staff. The Local Evaluation Coordinator will then train the Local Evaluation Team on continuous accountability for vocational technical education programs.*

*Vocational technical education programs NOT evaluated using this process will be subject to funding restrictions. In some cases, a nonconforming district may be required to return funds that were used for a program that was not evaluated using established performance measures.*

*Each district must conduct the annual program performance evaluation using the methodology and prescribed by the State Board of Vocational Technological Education. At a minimum the methodology and procedures will include the following:*

1. *Submit all performance measures data for each vocational technical education program to the Arizona Department of Education according to the established timeline (see Appendix G, Attachment 1).*
2. *Provide training for the Local Evaluation Team. Membership on the Local Evaluation Team will include representatives from each of the following: parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals. The Local Evaluation Team will meet throughout the school year to assist in the development and implementation of the vocational technical education programs.*
3. *Annually review the performance measures data with appropriate representation from the Local Evaluation Team.*
4. *Develop an annual Continuous Accountability Plan (CAP) to be implemented for each vocational technical education program.*
5. *Participate in the assessment of educational needs led by the Vocational Technical Education Staff and develop and implement a Accountability*

*Assessment Plan (AAP) if the program fails to make substantial quantifiable progress on the state performance levels.*

*In summery, the Arizona Department of Education will implement processes for the annual program performance evaluation for the purpose of ascertaining the status of the performance measures. The evaluation procedures will involve the eligible recipient and the state staff working in collaboration for continuous program improvement. Technical assistance will be provided to those programs that are either provisional or not approved.*

### ***Program Approval Conditions***

*Eligible recipients will submit accurate and complete vocational technical program performance measures data following the established timeline.*

*The Performance Measures Data will be analyzed by the appropriate state staff who will assign an approval status and notify the district of the results.*

*There will be three types of program approval: approved, provisional, and not approved. The conditions, implications, and requirements for each are identified in the following chart:*

<b><i>Performance Measures Data Results</i></b>	<b><i>Approval Status</i></b>	<b><i>Implications for District</i></b>	<b><i>Provisional Status Requirements</i></b>
<i>Program meets or exceeds State Adjusted Levels of Performance</i>	<i>Approved</i>	<i>Continue to set performance improvement goals in <b>Continuous Accountability Plan</b></i>	<i>None Required</i>
<i>District/program fails to submit Performance Measures Data according to the state-established timeline</i>	<i>Not Approved</i>	<i>Not eligible for state or federal VTE funding</i>	<i>Not an option</i>
<i>Program fails to meet State Adjusted Levels of Performance or does not make substantial progress toward State Adjusted Levels of Performance</i>	<i>Not Approved</i>	<i>Participate in assessment conducted by the Arizona Department of Education and development of an <b>Accountability Assessment Plan</b> to overcome performance deficiencies</i>	<i>Upon successful completion of assessment and <b>Accountability Assessment Plan</b>, program will become Provisional. Continued Provisional status for 1 year requires implementation of plan.</i>
<i>District/program elects to not participate in the assessment conducted by the Arizona Department of Education</i>	<i>Not Approved</i>	<i>Not eligible for state or federal VTE funding</i>	<i>Not an option</i>
<i>District/program elects to not participate in the development of the <b>Accountability Assessment Plan</b></i>	<i>Not Approved</i>	<i>Not eligible for state or federal VTE funding</i>	<i>Not an option</i>
<i>District/program fails to make substantial progress toward State Adjusted Levels of Performance on <b>Accountability Assessment Plan</b></i>	<i>Not Approved</i>	<i>Sanctions may be imposed after notification and opportunity for a hearing</i>	

*A nonapproved vocational technical education program can receive approval by submitting performance measures data the year following notice of nonapproval status. To qualify for approval, the performance data will meet or exceed the state adjusted levels of performance or make substantial quantifiable progress.*

*The State Community College Board will follow the same process described for the districts for evaluating the effectiveness of vocational technical education programs at the community college level. The Postsecondary Performance Measures Manual draft charts display the process for collecting data in year one (see Appendix W).*

### ***Measures to Ensure Nonduplication***

*The State Strategic Planning Process is being conducted to ensure coordination with other federal programs within the Department of Education. Ongoing planning and coordination meetings will continue to take place. The proposed Student Individual Record System (SAIS) is currently being developed to address accountability needs for the all divisions at the Department of Education.*

*The Vocational Technical Education Staff will continue to coordinate efforts with Exceptional Student Services (ESS) to ensure nonduplication of efforts for vocational students with disabilities. ESS staff works with VTE staff to evaluate programs at the district level and to provide professional development, to determine and improve levels of services provided to VTE students with disabilities. Vocational staff promotes shared funding of district services to vocational students with disabilities, so that if a tutor is needed, the tutor is supported by both vocational funding and Special Education funding.*

*The Vocational Technical Education Staff will also promote the shared funding concept with the district's Title I and Bilingual programs to provide assistance for vocational students who are eligible for Title I and/or Bilingual services.*

*The coordination of postsecondary vocational technical programs to ensure nonduplication with other existing federal programs will be carried out by the Arizona State Comprehensive Plan for Workforce Investment. This 5-year plan, which includes WIA, will encompass 34 federal workforce and welfare funding programs. The intent is to avoid the duplication now occurring and to target all funds toward preparing workers for Arizona jobs in the dominant clusters of industry impacting Arizona's economic development.*

*In summary, the Arizona Department of Education will continue the process of annually evaluating the effectiveness of vocational technical education programs. The evaluation will focus on the new performance measures as outlined in the reports in the Arizona Performance Measures: Secondary Guidelines for Vocational Program Evaluation Manual (see Appendix G). In addition, communication and collaboration will continue with other federal programs in order to maximize efforts and prevent duplication of efforts.*



**4. Describe how you will report data relating to students participating in vocational and technical education in order to adequately measure the progress of the students, including special populations. [Sec. 122(c)(12)]**

***Secondary Data***

*Currently Arizona does not collect individual student data. The information that is reported is based on summary reports submitted by eligible recipients in either a paper format or electronically.*

*Arizona will meet the reporting requirements of the Carl D. Perkins Vocational and Technical Education Act of 1998 by expanding the End of Year Reporting Form that is currently submitted by 80 percent of all districts receiving funding. Districts that wish to receive federal vocational funding will be required to submit the needed information.*

*The End of Year Reporting Form provides information for program, gender, and special populations by school and district in an aggregated report. Eligible recipients will be required to provide the information for program completers, special populations, and tech-prep students.*

*Arizona will utilize a list of nontraditional occupations to determine which programs at the secondary and postsecondary levels are considered nontraditional for male and female (see Appendix G, Attachment 3). Once this information is obtained, information about participation and completion for male and female students will be available.*

*Placement data is currently collected by eligible recipients and sent to the Arizona Department of Education. A quality survey is then mailed to employers and students to obtain additional data and as a measure of reliability.*

*The primary focus of this process is on placements to include continuing education, the military and employment. In the future, special population counts will be reflected for placements.*

*Arizona is currently developing a centralized, individualized student record reporting system for the primary purpose of current year calculations of state aid (State Accountability Information System-SAIS). The system will be pilot-tested in federal fiscal 1999 (state school year July 1, 1999–June 30, 2000). The system is not based on social security numbers, but a unique student identifier assigned by the eligible recipient and registered with the Department of Education to reduce the occurrence of duplicates. Once it has been determined that the automated student record system is fully functional and reliable, the system will be expanded to include other data elements, such as individual student scores on a student graduation exam by the federal fiscal year 2002 for use in federal fiscal year 2003.*

*Access to the system for programmatic applications will not be practical until it has been fully tested and in use for state aid funding purposes. Options will be explored to develop application software to be given to districts to ease reporting requirements in the interim. Modifications to the current agency programs do take into consideration the eventual merger with SAIS.*

*Through the modified End of Year Report the following data sets are being collected at the secondary level:*

- *Unduplicated enrollments by school and district*
  - *Enrollment information for program completer and sampler populations*
  - *Enrollment information by ethnic group*
  - *Enrollment information by gender*
  - *Dis-aggregated reports for special populations [as defined under the provisions of Section 3(23)], nontraditional and tech-prep*
- *Unduplicated completion information by school and district (see Appendix G , Attachment 5)*
  - *Completion information for completers and samplers*
  - *Completions by program area*
  - *Completions by ethnic group*
  - *Completions by gender*
  - *Dis-aggregated completion information for nontraditional and tech-prep programs*

*Through the modification of the current placement system, the following data sets are being collected at the secondary level:*

- *Placement results and retention by district and school*
  - *Placement for completers and samplers*
  - *Related and nonrelated placements*
  - *Summary placement data for special populations*
  - *Placement by program*

*In summary, the Vocational Technical Education Division at the Arizona Department of Education will require the eligible recipients to report data on all vocational technical education students and each of the special populations groups including tech-prep students. The Arizona Performance Measures: Secondary Guidelines for Vocational Program Evaluation (see Appendix G) includes the forms that will be used to collect and report the progress of all students including special populations.*

### ***Postsecondary Data***

*To meet reporting requirements of Section 122(c)(12), the State Community College Board will require the eligible postsecondary recipients to report data on vocational technical education students, including the special populations groups and tech-prep. The draft forms in the Postsecondary Performance Measures Manual (see Appendix W) displays the process to be used to report student progress.*

*At the district level, the data relating to students participating in vocational technical education will be provided by the following systems currently in operation.*

- *Statewide Student Data Warehouse*
- *Integrated Postsecondary Education Data System (IPEDS)*
- *Arizona Training Institution Consumer Report System (CRS)*

*The Statewide Student Data Warehouse is currently building a 7-year database on all students enrolled in Arizona's public universities and community colleges. Each institution has its own data file of individual students to which it has exclusive access. The postsecondary institutions will utilize this data source to conduct longitudinal student reporting to obtain some measures of information on student outcomes and institutional as well as program effectiveness.*

*IPEDS provides information on the number of students enrolled in occupationally specific programs below the Bachelor's Degree level. Available data includes race/ethnicity and gender by specific program. The IPEDS Completion Report provides data on students who complete an educational program with a degree or other award.*

*The Arizona Training Institution Consumer Report System (CRS), which is operated by the Department of Economic Security (DES), provides information regarding exiting students success in gaining and retaining employment and success in obtaining wage gain over time. DES has pilot-tested the CRS with community college/postsecondary enrollment data for 4 consecutive years. The data are obtained by matching student Social Security numbers with unemployment insurance wage records.*

*DES is designing CRS to respond to the reporting requirements of the Perkins Act and the Workforce Investment Act of 1998, including the performance requirements of the*

*mandated One-Stop Center(s). CRS will provide a common data collection and reporting process and allow tracking of students for a period of 21 quarters.*

**5. Describe how you will ensure that the data reported to you from local educational agencies and eligible institutions under Perkins III and the data you report to the Secretary are complete, accurate, and reliable. [Sec. 122(c)(20)]**

*Arizona will rely on the following practices to ensure the quality and accuracy of data that are reported and collected:*

- *Computer applications will be developed to compare Average Student Count (ASC) enrollment data, unduplicated program data, course offerings, and eligible recipient demographic data to determine the reasonableness of the summary information collected. Information that does not appear reasonable will be questioned. Vocational Technical Education Staff will meet with eligible recipients to resolve any data conflicts and/or to provide technical assistance.*
- *The Arizona Department of Education will contract with outside vendors to conduct random reviews of the reporting methods utilized by several eligible recipients per year. Problems will be identified and technical assistance will be provided.*
- *The Arizona Department of Education will examine the cost and practicality of developing data applications for distribution to eligible recipients to allow them to maintain their own automated individual student information and generate the required reports.*
- *Qualified Vocational Technical Education Staff will provide regular technical assistance to eligible recipients.*
- *Quality surveys will be distributed to former students that have been identified to participate in district follow-up. The results of these surveys will be compared to the information reported by eligible recipients for reasonableness relative to the total counts submitted and accuracy.*
- *Information that does not appear reasonable will be questioned. An unsatisfactory resolution to data conflicts will result in a meeting between Vocational Technical Education Staff and eligible recipients in the effort to resolve problems and provide technical assistance.*
- *Eligible recipients will ensure participation in the collection of reliable, timely, accurate data as required for reporting and monitoring purposes.*

*Eligible recipients who fail to comply with the data reporting requirements must submit a corrective plan of action to the State Vocational Technical Education Board in order to*

*ensure continued funding. Technical assistance will be provided to eligible recipients that do not submit the required data. Eligible recipients that continue to demonstrate an inability to report reasonable, reliable data will not be funded. Nonfunding action will be subject to approval by the State Vocational Technical Education Board or the State Community College Board.*

- 6. As required by Sec. 112(b)(8)(B) of the Workforce Investment Act of 1998, describe the common data collection and reporting processes used for the programs and activities described on Sec. 112(b)(8)(A)(iii) of the Workforce Investment Act of 1998, and to postsecondary vocational education activities. [Sec. 112(c)(21)]**

*It will be the responsibility of the team members to make a concerted effort to identify common performance measures, consistent definitions of terms, and efficient and effective methods of data collection and reporting.*

*The Arizona Training Institution Consumer Report System (CRS), which is operated by the Department of Economic Security (DES) has been established to provide common data collection and reporting for Carl Perkins III and the Workforce Investment Act. After 4 years of pilot testing with community college/postsecondary data, the CRS is prepared to provide annual placement and wage earning data. The data are obtained by matching student Social Security numbers with unemployment insurance records for the entire state. Upon implementation of the state's WIA performance measures, the CRS is intended to provide data for clients of the One-Stop Center(s).*

*The interagency Workforce Investment Act Team is beginning to address performance measures.*

## IV. SPECIAL POPULATIONS AND OTHER GROUPS

### A. Descriptions

#### 1. You will describe your program strategies for special populations. [Sec. 122(c)(7)]

*The Vocational Technical Education Staff has consistently promoted and will continue to promote effective program strategies for the access, progress, and success of special populations. This will be accomplished primarily through the Individual Vocational Education Plan (IVEP) and process. Both the Arizona State Plan and the Carl Perkins Basic Grant Local Application have assurances that require districts to describe strategies they will use, for example,*

- *evaluating progress of all VTE students, including special populations;*
- *providing equal access and nondiscrimination for special populations; and*
- *providing appropriate support services for special populations.*

*Some Vocational Technical Education Staff are hired specifically for their qualifications and knowledge in the area of special populations. It is the responsibility of staff to provide technical assistance to district staff to fulfill these mandates.*

*The Basic Grant Local Application requires districts to identify goals with measurable objectives and evaluation methods regarding achievements of special populations. In addition, the local evaluation includes assessment and reporting of special populations' achievement through performance measures data. Starting in 1999, data collection systems and instruments will be modified and enhanced to collect and analyze data in order to evaluate services and outcomes for each specific category of special populations. State Leadership funds, as well as local funds will be utilized to train teachers to more effectively work with special populations. Please refer to all responses 2 through 7 in Section IV. A. for additional detail regarding program strategies for special populations at the secondary level.*

*Program strategies endorsed by the State Community College Board for special populations are achieved through the Basic Grant Local Application list of assurances. As previously stated, these assurances hold eligible recipients accountable for serving special populations. In most cases, special populations students are mainstreamed into regular vocational technical education programs. The Arizona State Plan requires an IVEP that states goals, strengths and weaknesses and the services required to reach those goals on a short- and long-term basis. In response to the Office of Vocational and Adult Education guidance on Section 135(c)(4) of Perkins III, local eligible recipients have been asked to identify federal funds to provide direct support to individuals, including dependent care, tuition, transportation, books, and supplies under the specified conditions. Annual performance reporting will promote local and state evaluations regarding local and state strategies for special populations.*

**2. You will describe how individuals who are members of special populations will be provided with equal access to activities under Perkins III. [Sec. 122(c)(8)(A)]**

*Note: Responses reflect the new definition of special populations found in Section 3(23):*

*Special populations means individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency.*

*A variety of strategies will be used to ensure that individuals who are members of special populations have equal access to activities provided under the Carl D. Perkins Vocational and Technical Education Act of 1998. The State Vocational Technical Education Board, as well as all eligible recipients, will ensure equal access of special populations to the full range of vocational technical education activities and programs, including tech-prep, as are available to individuals who are not special populations (see Appendix F). These programs include, but are not limited to, recruitment, enrollment, apprenticeship programs, comprehensive career guidance, and academic counseling.*

*In addition, the state and eligible recipients will conduct assessments that will include the evaluation of the levels of performance of special populations [Section 124(b)(1)] and [Section 135(b)(5)]. Eligible recipients will continue to conduct their annual local evaluation process, which determines levels of performance for the core indicators. The results will be reported for each special population category so that data can be more effectively analyzed to determine equal access issues. The eligible agency will report the levels of performance of special populations in the annual report to the secretary [Section 113(c)(1) and (2)].*

*Other required assurances relative to special populations will address the following:*

- *Levels of performance for the core indicators*
- *Providing support services and other appropriate strategies and activities through an Individualized Vocational Education Plan (IVEP) and process to enable special populations to meet or exceed state adjusted levels of performance and to prepare them for further learning and high skill, high wage occupations*
- *Providing vocational technical education programs and activities for individuals with disabilities in the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA)*
- *Providing services to eligible students under Section 504 of the Rehabilitation Act of 1973*

- *Providing accurate data in order to evaluate progress in meeting the needs of special populations*

*Finally, qualified Vocational Technical Education Staff will monitor and assist eligible recipients in implementing these assurances.*

*Ensuring equal access requires strategies and responsibilities of the eligible recipients, as well as the eligible agency. All eligible recipients will be required to submit an application for funding under the new law. The State Board will require that each eligible recipient complete and sign the application ensuring that the local district will be in compliance with the Carl Perkins Act and will meet all assurances related to special populations. The applicant must attest to and describe activities that meet compliance with these assurances and the new law. Each application will be reviewed and monitored by qualified Vocational Technical Education Staff to ensure compliance. In addition, each eligible recipient must annually sign a General Statement of Assurance, which addresses additional special population's assurances (see Appendix X).*

*Each eligible recipient must collect and report accurate and reliable enrollment data, as well as other information, in order to determine whether equal access of special populations has been achieved. In addition, each eligible recipient must participate in the local evaluation process. This evaluation process will determine whether special populations have achieved equal access in meeting state adjusted levels of performance (see Section III.A.2 in this document). Postsecondary recipients will participate in similar data collection and analysis activities.*

*The state will provide the following services to eligible recipients to help ensure equal access of special populations:*

- *Analysis of enrollment data relative to equal access issues*
- *Monitoring of vocational technical education programs/projects relative to equal access and program quality issues*
- *Technical assistance by qualified staff relative to equal access and program quality issues*
- *Professional development and leadership activities relative to equal access and program quality issues*
- *Assistance with the local evaluation process relative to equal access and program quality issues*
- *Assessment to determine the levels of performance of special populations*

*Each eligible recipient will be required to provide the following services (in addition to assurances) to help ensure equal access of special populations:*



- *Collection/provision of accurate data to the state relative to equal access issues*
- *Participation in the local evaluation process so that special populations performance can be compared to non-special populations performance to determine whether state adjusted levels of performance have been met relative to equal access issues*
- *Provision of supplemental support services for special populations, including an Individualized Vocational Education Plan (IVEP) and process to assist each special populations student in overcoming barriers to achieving success*

*Tech-prep consortia will be required to provide equal access to the full range of tech-prep programs to students who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations. The application for funding will require each consortium to describe how it will address the needs of special populations within the tech-prep framework. Each consortium will provide services for special needs populations to ensure the opportunity for success. Individuals who are members of special populations will be provided equal access to all tech-prep activities. Programs to encourage access will include recruitment, enrollment, and placement activities; occupationally specific courses of study; cooperative education; apprenticeship programs; and comprehensive competency-based guidance.*

*In addition to holding the eligible recipients accountable and providing technical assistance, the State Community College will monitor how individuals who are members of special populations will be provided with equal access to activities. Postsecondary institutions rely upon the IVEP process to identify special services needed by individual students to achieve equal access to program activities. These institutions are striving to provide individual students with access to the latest in technology. In addition to specially designed computers and other learning devices, individualized homebound learning delivery methods are becoming common place. Learning centers assign one-on-one student aides who accompany students to classes and serve as their eyes and ears. Also, many institutions provide child care centers for single parents, displaced homemakers, and others.*

**3. You will describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. [(Sec. 122(c)(8)(B)]**

*Individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. The State Vocational Technical Education Board, as well as all eligible recipients, will agree to assurances of nondiscrimination of special populations. Those assurances, as explained in Section 122(c)(8)(A), address issues such as (1) special populations meeting core indicators of*

*performance; (2) equal access of special populations to the full range of vocational technical education activities and programs, including assessment of how the needs of special populations are being met; (3) the provision of support services through IVEPs to enable special populations to meet or exceed state adjusted levels of performance and to prepare students for high skill, high wage occupations; (4) services provided to individuals with disabilities in the LRE in accordance with IDEA; (5) services provided to eligible students under Section 504; and (6) The provision of accurate data used to evaluate the progress in meeting the needs of special populations.*

*In order to qualify for funding, the State Board requires each eligible recipient to complete and sign an application and agree to meet all assurances related to special populations and comply with the Carl D. Perkins Act. Also, each eligible recipient must sign annually a General Statement of Assurance, which addresses, among other issues, the prevention of discrimination of special populations.*

*In addition, relative to equal access and nondiscrimination of special populations, the applicant shall do the following:*

- *Describe how strategies to overcome barriers to access/success for special populations will be identified and adopted.*
- *Describe how programs to enable special populations to meet state performance standards will be provided.*
- *Describe how special populations will not be discriminated against.*
- *Describe how funds will be used to promote preparation for nontraditional employment.*
- *Describe plans to develop and implement a local evaluation procedure, including an assessment of how the needs of special populations will be met.*
- *Describe any other required/permissible uses of funds for special populations.*

*Each of these descriptions will contain measurable objectives related to the performance of special populations in order to ensure nondiscrimination. The application will be reviewed and the eligible recipient will be provided with technical assistance by qualified state Vocational Technical Education Staff to ensure nondiscrimination of special populations. The local evaluation submitted annually by each eligible recipient will identify the levels of performance for each category of special populations for each vocational technical education program that will indicate the levels of nondiscrimination.*

*In Arizona, the vast majority of special populations students are “mainstreamed” into vocational technical education programs. Each special populations student who requires additional services to succeed must be provided with an IVEP which documents those services. The IVEP requires an assigned individual or team to monitor the student’s*

*access, progress and success in vocational courses/programs. The district's annual evaluation process, will assess the access, progress and success of special populations in meeting the state adjusted levels of performance. The results of the evaluation will indicate the levels of nondiscrimination. Qualified Vocational Technical Education Staff will assist each eligible recipient in overseeing, supporting and monitoring any activities ensuring nondiscrimination of special populations. In addition, qualified staff will annually review selected vocational technical education programs to provide assistance in compliance with federal laws guaranteeing civil rights.*

*The state will report annually to the secretary the progress of the state in meeting the adjusted levels of performance, including a quantifiable description of the progress of special populations, that will indicate statewide levels of nondiscrimination of special populations.*

*All postsecondary institutions are required to agree to assurances of nondiscrimination of special populations and provide the information as described above in their applications for funding. Qualified staff review the applications as well as the annual program evaluations to identify areas of possible discrimination. Program monitoring is also conducted with corrective action required within 90 days on situations of possible discrimination cited by reviewers.*

*A unique situation in Arizona is that the State Community College Board owns all the property and buildings for community college campuses. As a result, all buildings must be approved by the State Board. A major step in the approval process is a review of all building plans by a select group of architects. One of the criteria for approval is that each building must meet all federal requirements including ADA. Before giving approval, the State Board must be satisfied that the building does not discriminate against members of special populations.*

- 4. You will describe how individuals who are members of special populations will be provided with programs described to enable the special populations to meet or exceed State adjusted levels of performance, and how it will prepare special populations for further learning and for high skill, high wage careers. [(Sec. 122(c)(8)(C))]**

*Individuals who are members of special populations will be provided with programs designed to enable them to meet or exceed state adjusted levels of performance and to prepare them for further learning and for high skill, high wage occupations. To ensure this, eligible recipients will agree to the assurances, as described in Section 122(c)(8)(A) and (B), which address equal access of special populations to the full range of vocational technical education activities and programs, including the assessment of how the needs of special populations are being met. Special populations will participate in the same high quality vocational activities and programs that are available to individuals who are not members of special populations. The Individualized Vocational Education Plan and*

*process will document supplemental support services needed by special populations students to assist them in meeting state adjusted levels of performance.*

*The Basic Grant Local Application to request funding will require each eligible recipient to list the coherent sequence of courses that will be provided for each vocational program. In addition, each eligible recipient will be required to ensure program quality by describing the items below, which will include measurable objectives.*

- *What vocational technical education programs will be offered*
- *How these programs will meet state performance levels*
- *How academic skills and vocational competencies of vocational technical education students will be improved*
- *How vocational technical education students will be provided with the understanding of and relevant experience in all aspects of the industry*
- *How the recipient will ensure that vocational technical education students are taught the same challenging academic proficiencies as other students*
- *How parents, students, business representatives and others will be involved in the development, implementation and evaluation of programs*
- *How the quality of education will be improved by providing programs and services of such size, scope and quality to be effective*
- *How the eligible recipient will independently evaluate performance*
- *How the eligible recipient will provide professional development for vocational and academic teachers, guidance and administrative personnel*
- *How the eligible recipient will develop, improve or expand the use of technology in vocational technical education*
- *How the eligible recipient will develop and implement evaluations, including assessment of how the needs of special populations are being met*
- *How the eligible recipient will initiate, improve, expand and "modernize" vocational technical education*
- *How the eligible recipient will link secondary and postsecondary education*
- *How the eligible recipient will provide career guidance and academic counseling for vocational technical education students*

*In addition, the applicant will be required to meet the following special populations indicators, which will include measurable objectives:*

- *Identify and adopt strategies to overcome barriers to access/success for special populations.*
- *Provide programs designed to enable special populations to meet state performance standards.*
- *Ensure special populations will not be discriminated against.*
- *Use funds to promote preparation for employment in nontraditional occupations.*

*Implementing these program quality and special populations indicators with measurable objectives will ensure that ALL students, and in particular special populations students, will meet or exceed state performance standards and will be prepared for further education, training and/or high skill, high wage occupations.*

*Qualified Vocational Technical Education Staff will assist and monitor eligible recipients to provide strategies and assistance for program quality/improvement and special populations services. Enrollment and placement rates will be analyzed to enable special populations to achieve access and success in programs preparing students for high skill, high wage occupations at the same rate or greater than nonspecial populations. The performance levels for the core indicators will be analyzed to determine whether special populations are meeting standards at the same rate or higher than nonspecial populations. Supplemental support services, such as special learning accommodations, will be provided through the IVEP to enable special populations to achieve successful performance.*

*If necessary, program improvement plans will be developed and implemented to improve the rate of success among special populations. If rates do not improve, sanctions could occur.*

*Strategies to improve the transition of special populations from secondary to post-secondary education will be enhanced through Arizona's tech-prep programs and other linkages with postsecondary institutions. Other strategies will include technical assistance and professional development to assist eligible recipients in enabling special populations to meet or exceed state standards and to participate in further learning and high skill, high wage occupations. Districts will report all data for each category of special populations as defined in Section 3(23) of the Carl D. Perkins Act so that the state can report annually to the Secretary concerning the progress of the state in meeting the adjusted levels of performance, including a quantifiable description of the progress of special populations.*

*The State Community College Board is committed to following the Arizona Department of Education's application, administrative, and evaluation process. Therefore, the*

*postsecondary institutions will perform the activities and provide the information as designated by ADE above.*

*Additionally, the postsecondary institutions will provide the following:*

- *Programs and services appropriate to the needs of members of special populations.*
- *Enhanced advising and counseling regarding program choice and opportunities for further learning as well as selection of high skill, high wage careers for students in special population groups.*
- *Transition facilitators who will provide personal assessment, IVEP development, and to work with other agencies to secure special services, learning devices and other support needed.*
- *Outreach efforts for single parents/displaced homemakers to encourage them to access child care assistance, tuition assistance, and textbook assistance, thereby reducing barriers in meeting performance measures.*
- *Assistance guides disseminated to students in English and Spanish versions.*
- *Representatives of special populations included on program advisory committees.*
- *An "early alert" system to assess special population student progress at mid-semester and provide follow-up when performance is below state performance standards. (These at-risk students of special populations will receive enhanced services as identified in a revised IVEP.)*
- *Upon implementation of the program improvements, alternative delivery systems, tracking systems and individual referral processes; a marketing program will be initiated to attract special population students to these programs.*

**5. You will describe how you will adequately address the needs of students in alternative education programs, if appropriate.  
[(Sec. 122(c)(13)]**

*Arizona has supported and will continue to support vocational technical education students in alternative education programs. Through the Individual Vocational Education Plan (IVEP) and process, Arizona's special populations students in alternative education programs historically have been provided supplementary support services under Carl Perkins II when they have participated in approved vocational technical education programs. Under Perkins III, alternative education programs that provide approved vocational technical education programs may receive and use Perkins funds for all appropriate purposes in the same manner as nonalternative vocational technical education program providers. Alternative education programs, as well as the students who participate, will be held to the same standards as those not in alternative education.*

*In addition, special populations participating in these vocational technical education programs through alternative education will be provided supplementary support services as needed through the IVEP. Funding will flow through the local recipient who “sponsors” the alternative education program so that the needs of vocational students in alternative education programs can be addressed adequately.*

**6. You will describe how funds will be used to promote preparation for nontraditional training and employment. [(Sec. 122(c)(17)]**

*The Vocational Technical Education Staff at the Arizona Department of Education will provide leadership and direction for the nontraditional training and employment effort as it pertains to vocational technical education. The intent is to promote students’ participation in and completion of vocational technical education programs leading to nontraditional occupational training and employment opportunities.*

*Leadership and direction will be accomplished through the requirements outlined in Core Indicator 4 of the State Plan. Staff will distribute a list of priority programs that are also nontraditional programs. Eligible recipients will provide data that will reflect their efforts in promoting nontraditional training and employment opportunities. This information will include the number of students enrolled in vocational courses and programs that are nontraditional for their gender and the number of students who complete the courses and programs. State staff will evaluate each school and district through enrollment reports to assess gender access to vocational technical education courses and programs that are considered nontraditional. This enrollment data will be compared to data collected for course completion and program completion. The number of students that enroll in nontraditional courses and programs (Performance Measure 4.1.1 and 4.1.2) and the number that complete courses and programs (Performance Measure 4.2.1 and 4.2.2) will be used to assess the effectiveness of promoting nontraditional programs.*

*State staff will provide technical assistance and direction to local districts, postsecondary institutions, and other interested parties in the effort to improve and expand the nontraditional opportunities available to vocational students. Technical assistance will include evaluating each district's ability to meet the objectives and measurable outcomes for nontraditional training and employment efforts outlined in the Basic Grant Application Goal 7.*

*Professional development activities and services also will be provided. These will consist of professional development activities as outlined in Section II.A.7 of this plan. In addition, the state staff will oversee, through funded nontraditional projects direct and indirect, student services such as training in elements of outreach and recruitment, orientation and assessment of nontraditional training and employment, pretraining and support services for educators, mentoring and/or job shadowing opportunities, and providing students with information and training to overcome barriers that prevent nontraditional training and employment. Additional training and education for students*

*will be provided in the area of support services for nontraditional training and employment may include life-coping skills, career counseling, vocational assessment, job finding and keeping skills, and connection to high academic achievement.*

*At the postsecondary level, promoting preparation for nontraditional training and employment is one of the mandated goals in the postsecondary Basic Grant Application and Budget (see Appendix F). Each institution will identify targeted nontraditional programs and provide objectives for meeting this goal and budget funds needed to support this effort. Marketing, outreach, recruitment, advising, and documentation will be the key watchwords as postsecondary institutions address nontraditional training and employment. Funds will be budgeted to support these activities along with curriculum revision, faculty orientation, and professional development pertaining to their roles in enrolling and serving nontraditional students.*

*Funds will also be expended to contract for data services from the Department of Economic Security through the Arizona Training Institution Consumer Report System (CRS). For the targeted nontraditional programs, data will be provided by gender to evaluate male/female enrollment, completion rate, employment, wage increases over 21 quarters, and male/female wage differential. Male/female enrollment trendlines will be studied to determine effectiveness of these efforts.*

*In summary, in order to promote the participation in and completion of programs leading to nontraditional training and employment, funds will be used for (1) direct student services, (2) professional development, and (3) developing curriculum as needed.*

*Vocational Technical Education Staff will provide technical assistance and direction to local education agencies, postsecondary institutions and other interested parties in the state in the effort to improve and expand the nontraditional opportunities available to vocational students. Professional activities and services will be provided (see Section II.A.7. in this document).*

*Eligible recipients will provide data that reflect their efforts in promoting nontraditional training and employment. The information will include the number of students participating in and completing vocational technical education programs leading to nontraditional training and employment.*

**7. You will describe how funds will be used to serve individuals in State correctional institutions. [Sec.122 (c)(18)]**

*The Arizona Department of Juvenile Corrections (ADJC) recently evaluated its education system, and as a result developed the Operational Learning Project (OLP). OLP is based on practices developed by the Malcolm Baldrige Foundation, namely total quality management and evaluation. OLP functions as a multidisciplinary team of individuals from ADJC departments, the public, and local school districts, including community colleges. Their aim is to refine and improve programs and practices for youth, through agency change. Specific goals of OLP are:*



- *to develop a leadership system of performance excellence,*
- *to establish a comprehensive data management system,*
- *to improve the strategic and operational planning process,*
- *to refine human resource development and management,*
- *to establish effective education and business process management system,*
- *to enhance student performance results,*
- *to enhance student focus and learning environment, and*
- *to create a governance and administrative structure.*

*These goals for OLP align with the 1998 Carl D. Perkins Act in three specific areas:*

- *Developing challenging academic standards*
- *Integrating academics with vocational technical instruction*
- *Providing professional development and technical assistance to improve vocational technical education programs, services, and activities that respond to economic and employment needs of the nation*

*Additionally, ADJC has developed a School to Career (STC) program with the goal of releasing youthful offenders to the community with the necessary marketable skills to become productive citizens. The approach of providing youthful offenders with a clear measurable pathway to his/her career has proven to impact the recidivism rate positively.*

*The strength of ADJC's job training efforts lies in its relationship with its own commitment to a School to Career Program. STC's purpose is to strengthen, plan, and build linkages for a seamless transition of youth to further education and world of work. STC objectives are as follows:*

- *To raise the quality of work-related learning for incarcerated juvenile offenders*
- *To strengthen services for youth returning to their communities by building connections to local workforce development and school-to-work systems*
- *To provide a more seamless transition for youthful offenders from the secure care schools to the community focused on education, career planning, and employment*

*An extensive assessment process to assist ADJC and the juveniles in preparing for a seamless transition to their community has been implemented. An outcome of the assessment is that career plans are being developed based on the needs of juveniles that*

*meet state standards in academic and vocational education and address workplace maturity skills and support resources while in secure care. Included in the plan is information on continuing secondary and postsecondary education, job seeking information, and a clear career pathway with obtainable outcomes for employment within their expressed goal that have transferable skills into the career of choice. The plan accompanies the student upon his/her release from secure care. The STC program concentrates on developing students' communication, problem solving, interpersonal, and teamwork skills in conjunction with the academic and vocational skills training.*

*Students on the average are three to four grade levels below their age appropriate grade level in language, reading, and math and have limited vocational skills. The regular classroom contains an average of 12-15 students. Special education classrooms contain an average of eight students (approximately 12 percent of the students qualify for special education services). Students are in secure care for an average of 6-7 months, and they can earn an 8<sup>th</sup>-grade diploma and GED while in secure care.*

*Vocational education training currently offered by ADJC includes building maintenance, administrative support, culinary arts, graphics arts, masonry, nursing assistant, HVAC, and landscaping. The STC program has established linkages with several charter schools for continued education for those students who do not complete their education while in secure care, require further educational or vocational training, completed the competency-based lesson pathway and require the "clock hours," or if this is in the best interest of the student.*

*An amount not to exceed 1 percent of the Perkins funds will be available to serve youths in the Arizona Department of Juvenile Corrections (ADJC). The available funds will be used to provide services to youth in ADJC's vocational technical programs. Funding will be determined yearly. The department has elected for the multiyear plan to only fund ADJC to continue the improvements being made to their vocational education programs.*

*ADJC will submit an application responding to the requirements of the Perkins Act in the same manner as applicants applying for Basic Grant funds under Section 134 of the Act. ADJC will also be responsible for maintaining and reporting performance data developed specifically for their population.*

## **V. TECH-PREP**

### **A. Program Requirements**

- 1. Describe how each funded tech-prep program will be carried out under an articulation agreement between the participants in the consortium, as defined in section 204(a)(1) of Perkins III. [Sec. 204(c)(1)]**

*Tech-prep programs will be carried out through a consortium composed of secondary and postsecondary participants. Currently, there are 12 tech-prep consortia in Arizona that are eligible to receive funding in 1999-2000 (see Appendix Y). A consortium will be identified as a single college/local education agency in partnership with a single name that will act as a fiscal agent and establish a central governance structure. Institutions that desire to participate in a consortium will be required to execute an Intergovernmental Agreement that is approved annually. Each consortium will be required to have articulation agreements to receive funding.*

- 2. Describe how each funded tech-prep program will consist of at least 2 years of secondary school preceding graduation and 2 years or more of higher education, or an apprenticeship program of at least 2 years following secondary instruction with a common core of required proficiency. [Sec. 204(c)(2)]**

*Tech-prep programs will consist of at least 2 years of secondary school preceding graduation and 2 or more years of postsecondary education or an apprenticeship program of at least 2 years, with a common core of required proficiencies in mathematics, science, reading, writing, communications and technologies designed to lead to an associate's degree or 2-year certificate in a specific career field. Consortia will follow the Priority Program List competencies for the 2 years of secondary school. The 2 years of postsecondary education, which may include an apprenticeship program of at least 2 years, will continue to be clustered in career pathways as shown in the Arizona Tech-Prep Request for Proposal (see Appendix Z). Articulation agreements will continue to include the necessary common core academic and technology skills that lead to an Associate's Degree or 2-year certificate.*

- 3. Describe how each funded tech-prep program will meet academic standards developed by the state, link secondary and postsecondary institutions through nonduplicative sequences of courses, use work-based learning, educational technology and distance learning. [Sec. 204(c)(3)(A-D)]**

*Each consortium will develop a tech-prep program for both secondary and postsecondary participants that will include the following:*

- *Inservices on the Arizona Academic Standards will be provided by the individual consortium as well as the Vocational Technical Education Staff at the Arizona Department of Education. The consortium will encourage member schools to attend workshops provided by the Academic Standards Division at the Department of Education.*
- *Each consortium will develop a system to analyze and collect data about the performance of tech-prep student on the academic standards. Technical assistance will be provided as needed.*
- *Secondary schools and 2-year postsecondary institutions and, if possible and practicable, 4-year institutions of higher education will be linked through nonduplicative sequences of courses in career fields. This will include the investigation of opportunities for tech-prep secondary students to enroll concurrently in secondary and postsecondary coursework.*
- *Each consortium will continue to utilize articulation agreements. Articulation has been, and will continue to be, the primary category around which all other activities will revolve. Articulation agreements may involve concurrent enrollment or nonduplicative coherent sequence of courses in a career field. Each articulation agreement will be based on the competencies of a specific vocational technical education program. A review team consisting of representatives from secondary, postsecondary, business, and either the Arizona Department of Education or the State Community College System will continue to develop articulation agreements. Articulation agreements will be reviewed annually by the consortia. (All three state 4-year institutions of higher learning participate in the Articulation Task Force process for the transfer of coursework from the community colleges to their institutions. They also are involved in the articulation process between the secondary schools and community colleges when appropriate.)*
- *If appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry will be utilized. Each consortium will continue to provide inservices, workshops, and opportunities for work-based learning for their teachers and students. Job shadowing, internships, mentoring, and paid and unpaid work experience will continue to be offered by the consortia. Consortia will continue to work directly with business and industry leaders to offer work-based learning opportunities and extended summer experiences for teachers and students.*
- *Educational technology and distance learning will be utilized, when appropriate, to involve the entire consortia partners more fully in the development and operation of programs. Consortia will continue to provide members the opportunity to learn about technology through inservices demonstrating techniques and methods being utilized in industry today. Students will be encouraged to complete portfolios utilizing the latest technological advances*

*available such as electronic resumes, internet resumes and web sites. Teachers will be trained on the latest educational technology software such as the Wisconsin Instructional Design System (WIDS).*

**4. Describe how each funded tech-prep program includes inservice training for teachers that address the concerns of Perkins III. [Sec. 204(c)(4)(A-E)]**

*The Vocational Technical Education Staff of the Arizona Department of Education, in cooperation with the staff of the State Community College Board, will continue to conduct extensive inservice training for teachers. Inservice training will continue to involve the participation of teachers in tech-prep consortia workshops, institutes and various other activities. Training for teachers will include the following:*

- *Inservice designed to train vocational technical education teachers to effectively implement tech-prep programs*
- *Joint training for teachers in the tech-prep consortium*
- *Inservice designed to ensure that teachers and administrators stay current with the needs, expectations and methods of business and all aspects of an industry*
- *Training for postsecondary education faculty in the use of contextual and applied curricula and instruction*
- *Training in the use and application of technology*

**5. Describe how each funded tech-prep program includes training programs for counselors that addresses the concerns of Perkins III. [Sec. 204(c)(5)(A-E)]**

*Consortia will continue to support training that utilizes the Comprehensive Competency-Based Guidance (CCBG) Model to assist guidance counselors as follows:*

- *To provide information to students regarding tech-prep education programs*
- *To support student progress in completing tech-prep programs*
- *To provide information on related employment opportunities*
- *To ensure that such students are placed in appropriate employment*
- *To stay current with the needs, expectations, and methods of business and all aspects of an industry*

**6. Describe how each funded tech-prep program provides equal access to individuals who are members of special populations. [Sec. 204(c)(6)]**

*Consortia will be required to provide equal access to the full range of tech-prep programs to students who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations. The application for funding will require each consortium to describe how it will address the needs of special populations within the tech-prep framework. Each consortium will provide services for special needs populations to ensure the opportunity for success. Individuals who are members of special populations will be provided equal access to all tech-prep activities. Programs to encourage access will include recruitment, enrollment and placement activities; occupationally specific courses of study; cooperative education; apprenticeship programs; and comprehensive competency-based guidance.*

**7. Describe how each funded tech-prep program provides for preparatory services that assist participants in tech-prep programs. [Sec. 204(c)(7)]**

*Consortia will be required to work with the local education agencies to provide the preparatory services necessary for all students to participate in tech-prep programs. Consortia will continue to utilize a variety of methods to accomplish this such as videos, career days for grades 7 and 8, parent conferences, presecondary counselor inservice, and classroom visits to introduce tech-prep to students. At the postsecondary level, tech-prep activities will include incorporating tech-prep designations in course catalogs utilizing tech-prep in career pathways, student career portfolios, radio ads, TV videos and career days.*

*Additional Authorized Activities:*

*In addition, consortia, when approved by the state, may do the following:*

- *Provide for the acquisition of tech-prep equipment.*
- *Acquire technical assistance from state or local entities that have designed, established, and operated tech-prep programs have effectively used educational technology and distance learning in the delivery of curricula and services and in the articulation process.*
- *Establish articulation agreements with institutions of higher education, labor organizations or businesses located inside or outside the state and served by the consortium, especially with regard to using distance learning and educational technology to provide for the delivery of services and programs.*

## **B. Administrative Requirements**

### **1. Describe the competitive basis or formula you use to award grants to tech-prep consortia. [Sec. 204(a)(1)]**

*Arizona will award funding for tech-prep programs in fiscal years 2000 and 2001 through competitive funding applications. These funds may be awarded to each of the 12 eligible existing consortia. (Proposed funding for FY 2000 is listed in Appendix Z.) The Arizona Department of Education and State Community College Board will use the following standard procedures in selecting and approving applications:*

- *Specific application criteria are established with the approval by the State Vocational Technical Education Board and then distributed to each eligible applicant.*
- *Consortia of local educational agencies develop and submit applications for funding.*
- *Applications are reviewed by Vocational Technical Education Staff and the State Community College Board Staff.*
- *Applications are reviewed and rated for quality by an internal/external panel of individuals with experience in vocational technical education.*
- *Reviewers rate the applications based on the potential of the activities described in the applications to create or maintain an effective tech-prep program.*
- *Reviewers rate the applicants' past accomplishments as shown in submitted final reports and products.*
- *Applications are rank-ordered based on the total of the ratings provided by the reviewers.*
- *Applications are selected for funding based on their ranking, past accomplishments, and the available funds. The Vocational Technical Education Staff, in cooperation with the State Community College Board Staff, will negotiate final award with local educational agencies.*
- *Approval of selected applications and the determined funding level is approved by the State Board for Vocational Technical Education and the State Community College Board.*

*Reviewers will rate applications based on quality of compliance with the new law, Section 204. Each consortium will be required to do the following:*

- *Operate according to an articulation agreement between the participants in the consortium.*
- *Consist of at least 2 years of secondary school preceding graduation and 2 years or more of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, reading, writing, communications, and technologies designed to lead to an associate's degree or a postsecondary certificate in a specific career field.*
- *Include the development of tech-prep programs for both secondary and postsecondary programs that meet academic standards developed by the state.*
- *Link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education through nonduplicative sequences of courses in career fields, including the investigation of opportunities for tech-prep secondary students to enroll concurrently in secondary and postsecondary coursework.*
- *Use, if appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry.*
- *Use education technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of programs.*
- *Provide inservice training for teachers that will -*
  - *help vocational technical teachers to effectively implement tech-prep programs;*
  - *provide for joint training for teachers in the tech-prep consortium;*
  - *ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;*
  - *focus on training postsecondary education faculty in the use of contextual and applied curricula and instruction; and*
  - *provide training in the use and application of technology.*
- *Offer training programs for counselors that will -*
  - *provide information to students regarding tech-prep education programs;*
  - *support student progress in completing tech-prep programs;*



- *provide information on related employment opportunities;*
- *ensure that such students are placed in appropriate employment; and*
- *stay current with the needs, expectations, and methods of business and all aspects of an industry.*
- *Provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations.*
- *Provide for preparatory services that assist participants in tech-prep programs.*
- *(May) identify other initiatives based on previous accomplishments and current needs, such as -*
  - *efforts to improve recruitment of students into tech-prep programs or between secondary and postsecondary levels;*
  - *efforts to increase the integration of academic and vocational instruction; and*
  - *efforts to provide staff development for academic and vocational teachers, and efforts to provide staff development of guidance counselors.*
- *(May) purchase state-of-the-art equipment based on the following criteria:*
  - *Demonstrated accomplishments in developing a tech-prep program, including the establishment and implementation of articulation agreements*
  - *Optimum utilization of equipment and facilities, including the use of shared facilities equipment among consortium participants*
  - *Programs that have effectively used educational technology and distance learning in the delivery of services and in the articulation process*
  - *Articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the state and served by the consortium, especially with regard to using distance learning and educational technology to provide for the delivery of services and programs*

**2. Describe how you will give special consideration to applications that address the areas identified in Sec. 205(d).  
[Sec. 205(d)(1-5)]**

*In applying for funds, each consortium will submit a 5-year plan for the development and implementation of tech-prep programs under this title. The plan will be reviewed and renewed annually in order to update their 5-year plan. Special consideration, as appropriate, will be given to applications that meet the following criteria:*

- *Provide for effective employment placement activities or the transfer of students to baccalaureate degree programs*
- *Are developed in consultation with business, industry, institutions of higher education and labor organizations*
- *Effectively address the issues of school dropout prevention and reentry and the needs of special populations*
- *Provide education and training in areas or skills in which there are significant work force shortages, including the information technology industry*
- *Demonstrate how tech-prep programs will help students meet high academic and employability competencies*

**3. Describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants.  
[Sec. 205(e)]**

*Funds will be equitably distributed among rural and urban participants. Consideration will also be given to the specific activities proposed by the consortium, number of participating colleges, districts and students served. All geographic areas, including urban and rural populations, will be represented by a consortium.*

**4. Describe how tech-prep programs will be evaluated using your system of core indicators and levels of adjusted performance.  
[Sec. 114(c)(3)(B)(1)(v)(I)] See section II – Accountability.**

*Each applicant for tech-prep funding will agree to a series of assurances as identified in the application for funding and General Statement of Assurances. The Vocational Technical Education Staff of the Arizona Department of Education and the State Community College Board Staff will monitor recipients to ensure that these requirements are met.*

*The evaluation of tech-prep programs will focus on the following state and local efforts:*

- *Academic and employment outcomes of vocational technical education, including the analysis of –*
  - *the number of vocational technical education students and tech-prep students (including special populations) who meet state adjusted levels of performance;*
  - *the extent and success of the integration of academic and vocational technical education for students participating in vocational technical education programs; and*
  - *the extent to which vocational technical education programs prepare students for subsequent employment in high wage, high skill careers or participation in postsecondary education.*
- *Analysis of data obtained from the annual program evaluation using the state level of performance for the core indicators, including the performance of special populations.*
- *State and consortia research and evaluation.*

**5. Describe how you plan to collect data to address the reporting requirements in Perkins III (to be addressed in performance reporting). [Sec. 206]**

*Vocational Technical Education Staff at the Arizona Department of Education and the State Community College Board Staff will collect data-*

- *through the vocational information system and the State Community College System,*
- *through state and consortia research, and*
- *from the consortia as required to receive funds.*

**NOTE:**

*Arizona will expend an amount equal to or exceeding the final state fiscal year 1999 for administration and assistance. Tech-prep consortia do not receive state appropriated funding. However, the state vocational appropriation is designed to fund all approved vocational programs, including those identified as part of a tech-prep 2+2 agreement. State administrative costs are limited to those that are reasonable and necessary.*

## **VI. FINANCIAL REQUIREMENTS**

### **A. Assurances**

- 1. You will assure compliance with the requirements of Title I and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as a part of an audit of other Federal or State programs [Sec. 122(c)(10)]**

*The Arizona State Vocational Technical Education Board is designated as the sole state agency responsible for the administration of vocational technical education for Arizona. As the eligible agency, the State Board assures compliance with the requirements of Title I and the provisions of the State Plan, including the provision of financial audit of funds received under this title which may be included as part of audit of other federal or state programs.*

- 2. You will assure that none of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, or any affiliate of such an organization. [Sec. 122(c)(11)]**

*The State Board assures that none of the funds expended under Title I will be used to acquire equipment (including computer software) in an instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or an affiliate of such organizations.*

### **B. Required Descriptions**

- 1. You will describe how funds received through the allotment made under section 111 will be allocated among secondary school vocational and technical education, or postsecondary and adult vocational and technical education, or both, including the rationale for such allocation. [Sec.122(c)(4)(A)]**

*For purposes of the Arizona State Plan, the Vocational Technical Education Board will distribute Section 112(a) (I) Title I funds at both the secondary and postsecondary levels under the provisions of Section 131(a), and Section 133(a)1 and 133(a)(2), for Arizona fiscal year 2000 (July 1, 1999 – June 30, 2000). Section 112(b) stipulates the distribution formula to be used to distribute formula funds after June 30, 2000, for the balance of the Act.*

*It was the intent of Congress that census data on the number of 15 to 19-year-old students residing in a district, and the subset of economically students in this population, be used for the formula awards per Section 112 (b). However, due to the lack of current census data, the federal program's office has requested that states use either 1995 census data on 15 to 19-year-old students or propose an alternate formula with demonstrated statistical correlation. Under the provisions of Section 131(c)(1) and (2) Arizona requests to use an alternate formula to award Carl D. Perkins funds, beginning July 1, 2000 (see Appendix BB).*

*Primary factors in support of Arizona's request include:*

- *The lack of current census data.*
- *The lack of an alternate data source for current census data, by school or district.*
- *Census data available at [http://www.census.gov/housing/saipe/school\\_district\\_data](http://www.census.gov/housing/saipe/school_district_data) reflects information on 5-17 year old individuals rather than 15-19 year old individuals; the target populations under the Act.*
- *Significant state population growth.*
- *The addition of new traditional school districts that did not exist at the time of the original census.*
- *The lack of census data for BIA or BIA Contract Schools.*
- *Approximately 348 public Charter Schools, that lack geographic boundaries.*

*While the number of Charter Schools with high school vocational programs is limited, the problems associated with adjusting a student's district of physical residence census information is significant.*

- *The adjustment of the 1995 census information is problematic due to growth and a lack of reliable consistent data for all districts within the state.*

*For purposes of compliance with Section 112(b), staff at the Arizona Department of Education collected data to conduct correlation studies. Specifically, the following data sets were be examined:*

- *The 1995 census data identified per Program Memorandum - OVAE/DVTE – FY 99-8. (The information is located at [http://www.census.gov/housing/saipe/school\\_district\\_data/](http://www.census.gov/housing/saipe/school_district_data/) and includes most of the public schools in Arizona, but excludes Charter, BIA, and BIA Contract schools.*
- *Self-reported data supplied to the Arizona Department of Education ESEA Title I Program Office utilizing the LEA Data Report To Determine FY 2000 Federal and State of Arizona Program Allocations For LEAs forms (see Appendix AA).*

*The data set collected by the ADE ESEA Title I Office was expanded to obtain information on 15 to 19-year-old students and to avoid duplicate data collection efforts within the agency.*

- Arizona FY 1999 (July 1, 1998 – June 30, 1999) ESEA Title I data sets were used to calculate allocation amounts.
- Arizona high school 100<sup>th</sup> day average daily membership (ADM) counts as reported in the Arizona Superintendent's Annual Report. The high school ADM data is the most likely data set to include student information on the 15-19 target population in Arizona schools; the target population identified per the formula language in the Act.

A source of current, consistent statewide updates to Arizona school district census information, as prescribed by the Act, could not be identified. Originally an office had been planned at the Arizona Department of Economic Security to collect census update information. The office was not funded.

A search of Internet sources produced negative results, relative to the currency and nature of data needed to facilitate Arizona's funding formula.

The Arizona Title I Office awards ESEA funding under an alternate formula that is based on self-reported data. The resultant Title I' award amounts were examined but did not correlate to the 1995 census data as well as the formula we propose to use.

Correlation calculations were generated for the following options:

- Option** 70% funding factor (low income) - Current Title I awards.
1. 30% funding factor - Self-reported 15-19 year old high school enrollments.
- Option** 70% funding factor (low income) - Current Title I awards.
2. 30% funding factor - District reported 100<sup>th</sup> day high school Average Daily Membership (ADM).
- Option** 70% funding factor (low income) - Self-reported 15-19 year old high school counts of students who would be eligible for the free lunch program.
3. 30% funding factor - Self-reported 15-19 year old high school enrollments.
- Option** 70% funding factor (low income) - Self-reported 15-19 year old high school counts of students who would be eligible for the free lunch program.
4. 30% funding factor - District reported 100<sup>th</sup> day high school Average Daily Membership (ADM).

Option **four** had the highest formula funding correlation to a formula award based on the 1995 census data at 75.85%.

*The use of high school 100<sup>th</sup> ADM more closely aligns to the 15-19 ideal population language specified in the Act as required per Section 131(b)(1) to award 30% of the formula monies.*

*Concurrently, the use of self reported information on 15-19 year old students, eligible for the federal free lunch program, facilitates reporting for BIA and Charter Schools, reflects school populations and is obtainable. The use of the self reported data aligns to the 15-19 year old ideal population language specified in the Act as required per Section 131(b)(1).*

*The postsecondary formula under Perkins III will remain the same as that under Perkins II. The percent of allocation of Perkins funds between secondary and postsecondary may be held to 15 percent under the provisions of ARS Section 15-784.E. (See Appendix CC.)*

- 2. You will describe how funds received through the allotment made under Section 111 will be allocated among consortia that will be formed among secondary schools an eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(4)(B)]**

*At the secondary level, eligible recipients who would receive less than \$15,000 may form a consortium with the nearest eligible recipient willing to enter into an agreement. The consortium may consist of two or more eligible recipients (including charter schools and BIA schools) where none of the recipients' formula allocations individually exceed \$15,000. The consortium may also consist of two or more eligible recipients that would receive more than \$15,000, and one or more that would not.*

*Eligible recipients would be informed of their potential allocation. The notification would include information on all requirements, ranging from reporting to the minimum \$15,000 threshold. Those that would potentially receive less than \$15,000 would be told that they would not be eligible to receive the funds unless they enter a consortium or qualify for a waiver under the provisions of Section 131(d)(2).*

*Eligible recipients who wish to enter into a consortium would be required to submit a combined application for funding that would identify which member would serve as the fiscal agent for the consortium. The application would be reviewed and approved in same manner as an application from an eligible recipient whose allocation is greater than \$15,000. Consortia will not occur at the postsecondary level since all postsecondary schools would receive at least \$50,000 under the alternate formula developed under the provisions of Section 133(a)(1)(B) and Section 133(a)(2).*

*Postsecondary funding in Arizona is set specifically at 15 percent, relative funding set aside under Section 112(a)(1). In addition, the percent of allocation of Perkins funds between secondary and postsecondary may be held to 15 percent under the provisions of ARS Section 15-784.E.*

*A consortium would have the same performance and reporting requirements as a non-consortium recipient.*

**C. Procedural Suggestions**

- 1. A detailed projected budget table that addresses:**
  - a. The amounts to be made available for purposes under section 112(a)(1);**
  - b. The amounts to be made available for State leadership under section 112(a)(2);**
  - c. The amounts to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A);**
  - d. The amounts to be made available for services under section 112(a)(2)(B);**
  - e. The amounts to be expended for State administration under section 112(a)(3);**
  - f. The amounts to be expended for matching of Federal expenditures for State administration;**
  - g. The amounts, if any, reserved to address section 112(c);**
  - h. The amounts to be expended for tech-prep programs under Title I and II; and**
  - i. The amounts for each of the above categories to be expended by local educational agencies and postsecondary institutions.**

*See Appendix DD for the summary budget worksheet.*



2. **An annual submission of subrecipient allocations made from funds available under section 112(a) and (c), including those allocations for BIA and charter schools for each year of the five-year plan.**

*Final sub-recipient allocations will be submitted to the federal programs office annually by November 30; including Charter and BIA School allocations.*

3. **An annual submission of allocations made to consortia from funds available under section 112(a) and (c) for each year of the five-year plan.**

*The annual listing of allocations under the provisions of Section 112(a) and (c) will be forwarded to the federal program office annually by November 30; including Charter and BIA School allocations.*

4. **A description of the secondary and postsecondary formulas used to allocate funds available under section 112(a).**

*See response to Question 8 below*

8. **A full description of any alternative formula provided by the Secretary used to meet the requirements of sections 131(c) and/or 132(b).**

*The Secondary alternate formula is described in the response to Question 1, VI Financial Requirements, B. Required Descriptions above.*

*The postsecondary formula under Perkins III will remain the same as that under Perkins II. The percent of allocation of Perkins funds between secondary and postsecondary may be held to 15 percent. (Arizona Revised Statutes (ARS) Section 15-784.E.) Formula allocations at the postsecondary level will be 15% of the 85% funds available and awarded under the provisions of Section 133(a)(1)(B) and 133(a)(2). (See Appendix CC.)*

5. **A description of the procedures used to determine and rank eligible recipients seeking funding under section 112(c).**
6. **A description of the process used to allocate funds available under section 112 (c).**

**(Response to Questions 5 and 6 are below.)**

Postsecondary

*Postsecondary schools will receive an amount equal to 15% of the monies available under Section 112(a)(1), as stated in response to Question 8 above and will not participate in the reserve.*

Secondary

*Formula funding under the provisions of Section 112(c) relate only to monies awarded to secondary school.*

*Of the remaining 85% of the 85% pool available under Section 112(a)(1), Reserve options (B) and (D) (Section 112(c)) will be utilized at the secondary level.*

*Arizona assures that the total amount of funding utilized to address Sections 112(c)(1)(B) and (D) will not exceed 10% of the 85% available under Section 112 (a)(1). For Arizona fiscal year 2001, the Board intends to utilize the full 10%. The Reserve amount will be evaluated annually by the Board, with the intent of reducing the percent and total amount allocated to Section 112(c)(1)(D) each year.*

Secondary - Section 112(c)(1)(B) – High Percentages

*For Arizona fiscal year 2001, Arizona will set aside \$100,000 out of the funds available Under Section 112(c), for award to the ten secondary schools with the highest percentages of vocational enrollments. Half of the \$100,000, or \$50,000 will be divided evenly between the top ten districts. \$50,000 will be awarded to the same schools on a per student basis (utilizing average student count data).*

*Area vocational schools will share in potential awards under this section if one or more of the area vocational schools' home districts, as defined under Arizona law, receive funding under this provision of the Act.*

*Initial analysis has indicated a majority of the recipients of these funds would be small, rural schools.*

### Secondary - Section 112(c)(1)(D) – Negatively Impacted

*For Arizona fiscal year 2001, Arizona wishes to set aside the balance of the funds available to secondary schools under Section 112(c) in excess of the \$100,000 for Section 112(c)(1)(B), to reduce the negative impact from the formula change.*

*Initial estimates reflected reductions in funding to some secondary schools as high as 68% (Appendix ??). Of the amount available under Section 112(c), the balance of the Reserve will be used to address the negative impact resulting from the formula change.*

*Through a series of mathematical iterations Arizona's intent is to reduce the maximum loss due to the formula change to the lowest amount possible within the pool of funds available.*

*Using available (FY 1998) information for 101 districts (Appendix ??) we were able to reduce the maximum funding loss to -7.72% in a test application when compared to state fiscal year 2000 awards, adjusted for zero carryover.*

*The minimum actual percentage loss for those districts negatively impacted by the formula change for state fiscal year 2001 will be different. However, the methodology to be used is the same. In no case will the amount of funds utilized under Section 112(c) exceed ten percent of the 85% under Section 112(a)(1).*

*It is the Board's intent to examine the Reserve percentage each year and reduce the percentage/amount dedicated to Section (c)(D) annually until all secondary formula funds are awarded solely under the provisions of Section 112(a). FY 2000 will be the base year for adjustments under this section and the full period of the plan.*

### **7. A description of the procedures used to determine eligible recipients in rural and sparsely populated areas, for purposes under sections 131(d)(2) and/or 132(a)(4).**

#### **Waivers – Rural Isolated**

*Arizona does not have a rural isolated definition. Arizona Revised Statutes (ARS) 15-901.24 defines small isolated districts as a factor that affects state aid calculations. The basic conditions to be classified as a small isolated district require (1) an elementary or high school enrollment of be less than 600 students and (2) that the nearest school offering approved vocational programs at the same grades be over 30 miles away by the most reasonable, safe, route. The Board intends to accept districts identified as Small Isolated, or Isolated (no other school within 30 miles offering comparable services with enrollments greater than 600), as rural isolated. The eligible recipient's application must demonstrate attainable goals and an acceptable scope to be approved.*

***Waiver – Inability to Participate in Consortium***

*Waivers may be requested by an eligible recipient agency (including BIA) or public charter school under the provisions of Section 131(d)(2). Waiver approval would be based on the recipient's ability to enter into a consortium agreement with another eligible recipient who has facilities located within 30 miles of their school. Again, the recipient's application must demonstrate attainable goals and an acceptable scope to be approved.*

## **VII. EDGAR CERTIFICATIONS**

### **A. Requirements**

- 1. That the plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]**

*Arizona Revised Statutes (ARS) Section 15-781.01 and ARS Section 15-784, the State Board for Vocational and Technological Education is the agency eligible to submit the Arizona state plan.*

- 2. That the State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]**

*Under the provisions of ARS Section 15-784, the State Board for Vocational and Technological Education is the agency authorized to receive and distribute federal vocational funds under the provisions Carl D. Perkins Act.*

- 3. That the State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]**

*Under the provisions of ARS Section 15-784, the State Board for Vocational and Technological Education is the agency authorized to carry out the provisions of the plan.*

- 4. That all provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]**

*All provisions of the state plan are consistent with Arizona state law.*

- 5. That a State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]**

*Under the provisions of ARS Section 15-784.B. the State Treasurer is the designated custodian for funds.*

- 6. That the State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]**

*Under the provisions of ARS Section 15-251.5 and 6 the Superintendent of Public Instruction is authorized to submit the Arizona plan and direct staff to carry out its provisions.*

- 7. That the agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]**

*The State Board for Vocational and Technological Education adopted and approved the Arizona plan on \_\_\_\_\_, 1999.*

- 8. That the plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]**

*Under the provision of ARS Section 15-784 and ARS Section 15-251.5 and 6, the Arizona plan is the basis for the state's operations and administration of programs under the provisions of the Carl D. Perkins Act.*

- 9. That a copy of the State plan was submitted into the State Intergovernmental Review Process. [Executive Order 12372]**

*Under the provisions of Executive Order 12372, the Arizona plan was subject to the Intergovernmental Review Process.*

- 10. Department and Suspension Certification [34 CFR 85, Appendix A]**
- 11. Drug-Free Workplace Certification [34 CFR 85, Appendix C]**
- 12. Lobbying Certification [34 CFR 82, Appendix A]**

*The signed certifications of Department and Suspension, Drug-Free Workplace and Lobbying are provided in Appendix EE.*

